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ABSTRACT

The perceptions of cooperative education held by the students, teachers, and employers participating in cooperative education programs in Ohio and Ontario, Canada, were examined through six parallel case studies conducted in one urban, suburban, and rural school in each country. Data were gathered through site visits to each school, participant observations, document research, and open-ended interviews with 66 individuals (5 students and their employers and 1 teacher from each school). The research focused on participants' perceptions of the following: meaning and characteristics of work, intrinsic and/or extrinsic rewards, curriculum, and cooperative education's benefits. The participants perceived cooperative education as positive. It was credited with helping students become more mature, improve their self-esteem, communicate better, and develop organizational skills. Cooperative education was found to benefit employers by allowing them to train students and observe their work habits and to benefit schools by linking education and business. Students in Ontario received school credit for participating in cooperative education, whereas students in Ohio received school credits and at least minimum wage. Different models of cooperative education were noted in each country. (Appended are the student, employer, and teacher questions and study-related correspondence and forms. The bibliography contains 52 references.) (MN)

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ED 402 477

A CASE STUDY OF SECONDARY SCHOOL COOPERATIVE EDUCATION PROGRAMS IN THE PROVINCE OF ONTARIO AND THE STATE OF OHIO

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Roy Henry Young, B.A., M.A.

* * * * *

The Ohio State University

1995

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ABSTRACT

A CASE STUDY OF SECONDARY SCHOOL COOPERATIVE EDUCATION PROGRAMS IN THE PROVINCE OF ONTARIO AND THE STATE OF OHIO

By

Roy Henry Young, Ph.D.

The Ohio State University, 1995

Professor Anthony A. Olinzock, Adviser

The purpose of this study was to describe the perceptions of cooperative education held by the participants: teachers, employers, and students. The study examined cooperative education programs in Ontario and Ohio at six sites; an urban, suburban, and rural school in each country. Work, as a component of cooperative education, was also investigated through the eyes of the participants.

A qualitative research approach utilizing a parallel multi-case study method was used. This research method included on-site visits to each school, participant observations, open-ended question interviews, and document research. Selection of sites and participants was done in coordination with the assistance of educational agencies and associations in each country. Five students and their employers, and one teacher from each school were interviewed.

Data analyses were undertaken on the sixty-six interviews and each transcript was coded to reflect like references and then categorized. The final analyses resulted in four main categories. The four categories were: 1) Meaning and characteristics of work; 2) Intrinsic and/or extrinsic rewards; 3) Curriculum; and 4) Cooperative education perceptions and benefits.

Findings indicated that participants perceived the cooperative education program as positive and the benefits for the students included becoming more mature, increased self-esteem, better communicators, and developing organizational skills. Employers benefited through training students, observing their work habits, and sometimes employing them full-time after graduation. Schools benefited by linking education and business. Students in Ontario were receiving school credits for their participation while in Ohio students were receiving school credits and at least the minimum wage. Different models of co-op programs were noted in each country: half-day in school, half-day at the workstation; full day at the work station with one day every two weeks in school; and one day in school and one day on the job. These arrangements lasted one semester and/or a complete school year. Participants rated satisfaction on the job as the top priority with accomplishment of goals, and economics as important. Recommendations for practical application as well as further research are included.

Dedicated to the memory of Professor Thomas R. White, my friend, my mentor, and my former graduate adviser. His academic, professional, and personal leadership provided the inspiration needed to reach my goals in education.

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I would like to thank Dr. Anthony A. Olinzock, my adviser, for his generous amount of time, and commitment to this study. I would also extend my thanks to Dr. David L. Boggs for his time and support, and to Dr. Gail McCutcheon who gave me encouragement and kept me on the correct path in Qualitative Research. I also thank my wife, Paulette, and daughter, Mary-Christine, for their understanding and encouragement.

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Minor Field: Marketing Education

TABLE OF CONTENTS

DEDICATION ii

ACKNOWLEDGMENTS. iii

VITA iv

CHAPTER PAGE

I. INTRODUCTION 1

- Basis of the Study. 9
- Statement of the Problem. 11
- Research Question 12
- Delimitations of the Study. 13
- Limitations of the Study 14
- Terms Used in the Study. 15

II. LITERATURE REVIEW AND EVALUATION 19

- Cooperative Education 19
- Foundations for Cooperative Education 20
- Overview of Cooperative Education 22
- Co-op Education in Ontario. 25
- Cooperative Education in Ohio 28
- Component of Work in Cooperative Education. . 31
- Meaning of Work 36
- Definition of Work. 40
- Summary 45

III. METHODOLOGY. 47

- Qualitative Research Features 47
- Selection of Sites. 49

Coordination of Visits 51
Participant Selection 52
Methods of Data Collection 54
Validating Data 55
Documentary Evidence 56
Analysis of Data 56
Actions and Time Lines 58

IV. CASE STUDIES. 59

Ontario 59
    Urban School 59
    Suburban School 63
    Rural School 65
Ohio 68
    Urban School 68
    Suburban School 70
    Rural School 72
Summary. 75

V. FINDINGS BY CATEGORY 76

Meaning and Characteristics of Work. 77
    Student Perception 77
    Employer Perception 80
    Teacher Perception 84
    Summary 86
Intrinsic and/or Extrinsic Rewards 88
    Student Perception 89
    Employer Perception 91
    Teacher Perception 93
    Summary. 94
Curriculum 97
    Student Perception 98
    Employer Perception. 105
    Teacher Perception 110
    Summary 111
Cooperative Education Perceptions
    and Benefits 112
    Student Perception 113
    Employer Perception 120
    Teacher Perception 127
    Summary 131

VI. DISCUSSION, OBSERVATIONS, AND RECOMMENDATIONS . . 132

Discussion 132
Observations 135
Meaning and Characteristics of Work 135
Intrinsic and/or Extrinsic Rewards 137
Curriculum 139
Cooperative Education Perceptions and Benefits 140
Recommendations for Applicability 141
Recommendations for Further Research 143

APPENDICES

A. Human Subject Approval 146

B. Follow-up Letter to Teacher. 148

C. Initial Letter to Principal. 150

D. Consent Form for Student 152

E. Student, Employer, and Teacher Questions . . . 154

F. Thank You Letter for Participants 161

G. Instruction Letter for Verification Form . . . 165

H. Verification and Release Form. 167

LIST OF REFERENCES 169

CHAPTER I

INTRODUCTION

The need for students, as they enter the work world, to be familiar with work related skills is paramount. Schools have been criticized for not preparing students for the world of work so a requirement that schools give students either entry, or advanced skills, to compete in the business world is critical. (Bottoms, 1992) In Canada and the United States of America there is a thrust to get schools involved in school-to-work initiatives. These initiatives are not new since several modes of instruction are already in place: apprenticeship, experiential learning, career exploration, and cooperative education. The school-to-work concept depends entirely on the cooperation of business people to open training slots for students. (Hudelson, 1994) The association of education with business is not a new idea, but is a notion that requires further inquiry. The challenge for students is to prepare, in a rapidly changing global economy, to make informed career choices, and successfully enter, compete, and advance in the changing work world.

The focus of this study was to describe cooperative education as perceived by the several groups involved: students, employers, and teachers from Canadian province and American state perspectives. Cooperative education is generally portrayed as training conducted jointly by the school, student, and business. Students attend school part time and work at actual jobs in cooperating businesses. It is planned and supervised. Cooperative education is described in the literature as experiential training, internship, apprentice-type training, and sometimes as shadowing or career development.

A main component of cooperative education is work. The researcher also investigated how participants actively view the quality of work. The makeup of our society is such that able bodied people should work since work is a major part of everyone's life. It is the normal thing to do. The reasons people work are linked to economic gain, satisfaction in the workplace, the passing of skills to another generation, and the work ethic that reminds one that the road to accomplishment is honesty and hard work.

Since the early days of civilization, work has been part of everyday life. Herzberg, Mausner, and Snyderman (1959) described life in primitive societies as "hard and filled with backbreaking toil" (p. 121). The primitive person worked most of her/his life without thought of individual growth and development. Emerging from these primitive societies were the craftspeople who took pride in their skills as no longer related to the fulfillment of biological needs, but who enjoyed work itself for the benefits they could see from the finished product.

The emergence of the machine age brought with it the necessity for people to change from the use of physical force to tending of machines. The work environment was changing from skilled craftspeople to those who became the "slaves" of the machine. This period, the late 1800s, was a time when discussions were being held about vocational education and the role of the school--to educate for roles in society or to educate for successful and productive placement in the work force. Involving schools not only to educate children for the basics such as reading, writing, and computing, but also to help in preparing them for the world of work received much attention. Society has long debated the question, "Should education exist for the social graces and knowledge of the great books or to provide additional education to fit students for the work world and enhance the economic well being of a country"?

The trend at the end of the nineteenth century was one of providing a more formal type of schooling for youth. While students were subjected to the requirement of going to school and learning the basics of education--reading, writing, arithmetic--they also had to learn how to work. The general concept in societies' approach to work and education has been to educate youth to develop in a productive manner for the betterment of society and community. Simon, Dippo, and Schenke (1991) describe work education as "a practice that emphasizes the development of knowledge, skills, and attitudes that relate to a student's future participation within the economic sector of one's community and nation" (p. viii).

Keller (1948), in an early principles of vocational education textbook stated:

> Toward the end of the nineteenth century and the beginning of the twentieth century the father-son relationship and apprenticeship gave way to the more formalized continuation school which the young

> worker attended for one half or a whole day a week, spending the rest of the week on the job, presumably learning how to work. (p. 41)

The turn of the century ushered in a new wave of immigration, and the need for schools to provide schooling for this new flood of immigrants was readily apparent. Immigrants converged on cities to find work and were able to meet people who could speak their native tongue, thus making their transition less complicated.

Drier and Gysbers (1993) stated, "In the early 1900s, industrialization was increasing rapidly. Mass immigration was taking place as was urbanization. Schools were highly academic in orientation...less attention was given to help individuals make the school-to-work transition" (p. 1).

The notion of students preparing themselves for work while in school was not one of the priorities schools had at that time. Some educators pushed to link work and education, but the emphasis still remained on academic subjects.

An early pioneer in work experience education was Lucinda Wyman Prince who, in 1906, convinced a major department store in Boston to provide concurrent employment and education for young female retail workers. An early innovator in the work study movement, Prince was central in providing a stimulus for cooperative education programs in the high school. Ivins and Runge (1951), early advocates of cooperative work experience, stated, "...she [Prince] established the first school for training educational directors for stores and teachers of store training in high schools" (p. 43). Her influence in cooperative education was felt in Cincinnati, as well as other cities, after a representative of that school system attended Prince's school for training in cooperative education. Ivins and Runge remarked, "From letters, materials, and references, it was determined that the city of Cincinnati probably had the first modern program of work experience on the high school level in this country" (p. 59).

The mood of the country was changing from the idea of academics only to some work related training in the early part of the twentieth century, and the interest was prevailing to provide some type of federal aid to vocational education. The number of students going on to higher education was not significant and there was a shortage of skilled workers, therefore, congress felt a need to support vocational education. Probably the most significant act to give impetus to cooperative education was the Smith-Hughes Act of 1917 which gave federal aid to states to give to high schools for vocational education. This Act was the most important one to support vocational education, and in turn, cooperative education, in the high schools. The movement for cooperative education was beginning to gain force in the United States.

There were also educators who felt that a "skills only" type of education was not sufficient. Simon et al., (1991) stated that, "one of the most articulate voices opposed to the idea of schooling as job-skills training was that of John Dewey" (p. 5). Dewey's view was that, "essentially the problem of vocation preparation in the schools was not one of adding vocational to liberal education but rather one of blending the two aspects into a unitary program" (Ivins & Runge, 1951, p. 69).

While educators saw the worth of work being associated with education there was still some skepticism as to the benefits of work skills being taught at high school level. The idea that a combination of skills training and academics was important for students, was stated by Keller (1948):

> It is a truism that people learn to work best on the job. Such was the apprentice and master work relationship...continuous, organized, group

> instruction supplies the need. A combination of work experience and classroom teaching proved desirable. Thus arose cooperative education (half time on the job, half time in school), continuation school (five days at work, one half or a full day in school), and modern apprenticeship (five days in the shop, a half day or full day in the public trade school or in the factory school). (p. 61)

Today, in this economic environment of global interdependency, the linkage of business and education is a positive step in the training of youth for the working world.

Taylor and Webb (1984) saw the benefit of co-op education to industry when they stated, "Cooperative Education can serve as a bridge which industry can utilize in efforts to improve productivity through better utilization of employees" (p. 26).

Work has become much more complex with motivation to work described as coming "from the recognition of individual achievement and from the sense of personal growth in responsibility" (Herzberg et al., 1959, p. 125). This study provides an insight into cooperative education from what is learned by the student in the classroom to the practical application on the job. How the student is perceived by the employer and the teacher will serve to help gain an understanding of how cooperative education is envisioned.

This investigation focused on students, employers, and teachers and their perceptions of one type of work study program--cooperative education.

Basis of the Study

This study explored cooperative education from the perception of the personnel involved in cooperative education programs in Ontario and Ohio. The means for gaining an understanding of the cooperative education programs in Ontario and Ohio included reviewing the many records (texts, monographs, policies, government publications, and periodicals) available. This study involved observing the cooperative programs in practice at six different locations to generate comparable information as to how various programs function. The opportunity to look at commonalities, and differences was undertaken after data collection and verification of these data at these six sites.

A statement in What Work Requires of Schools, (1991) a special report by the Secretary's Commission on Achieving Necessary Skills (SCANS) stated, "Today, the demands on business and workers are different. Firms must meet world class standards and so must workers...more than half of our young people leave school without the knowledge or foundation required to find and hold a good job" (p. v). The notion that a disproportionate number of students leave school without necessary skills to function in the work world suggests the need for some type of training in the schools for work.

Kerka (1989) indicated that there is only a small percentage of secondary students involved in co-op programs and the recruitment of more students would be beneficial to all participants in the co-op education program. Her article also suggested that participation in the co-op program will lead to clarification of career goals, increased motivation, and building self-confidence.

Berryman, Flaxman, & Inger (1993) suggested that there is no coherent strategy for assisting those students for competency in middle-level jobs who do not continue their education after high school graduation. The indications were that during the 1980s the less educated workers were encountering more wage and employment difficulties as the demand for skilled workers increased. Criticisms of the lack of preparing students for the work world appear to center around the theme of students not fully taking advantage of the work study programs available to them.

Statement of the Problem

The problem of this study was to describe the perception of cooperative education held by the parties involved in delivering cooperative education programs in two countries. The study examined cooperative education programs at three secondary schools in the Province of Ontario, Canada, and three secondary schools in the State of Ohio, United States of America. The primary participants were teachers, students, and employers of cooperative education students, although other school personnel and educators provided input.

This study focused on cooperative education as related to the curriculum in each of the six schools and included investigation of school policies, teachers' views, employers' views, and what students are exposed to in their classroom experiences, as well as on-the-job.

Research Question

The research question pursued was:

What are the teachers': students': and employers' perceptions about:

a. cooperative education?

b. work experience as part of cooperative education?

Additional background information to augment the data helped to answer the following questions:

a. What is the makeup of the community in terms of social and geographical structures?

b. Can reasonable observations be made as how work is perceived between the two countries?

c. How has the government, through various Federal Legislation influenced the present cooperative education programs in Ontario and Ohio?

Similarities and differences in perceptions were analyzed by country to see if there were any unique elements in the six cases studied. Interviews were conducted with teachers, employers, and students involved in cooperative education. Observations were made in the classroom as well as at the student's workplace. These observations served to provide data to understand the setting, socially and economically, of the location.

The study used a qualitative research method: descriptive, interpretive, and naturalistic. Personal interviews, observations, and historical data were utilized.

Delimitations of the Study

The study was specifically constricted to reflect only the following particulars:

1. The study investigated only co-op education programs in secondary schools and participants in a total of six high quality programs in Ontario and Ohio.

2. The interviews were conducted from November, 1993 to February, 1994: within one school semester.

3. The locations of the chosen sites included an urban, suburban, and rural school in both countries.

4. The teachers have had, as a minimum, five years of cooperative education teaching experience. This is the minimum number of years that the investigator believed, as a practitioner of cooperative education, that teachers should have to become established in a cooperative education program.

Limitations of the Study

The reader, when studying this dissertation, and if applying the findings to a particular situation, should be aware of the following limitations:

1. The purpose was not to generalize to all cooperative education programs in Ontario and Ohio, but to report on similarities and differences in six individual programs.

2. The transferability of the findings from the case studies by the readers, for their particular needs, is encouraged.

3. The students were selected by their co-op education teacher. The criteria included a balance of gender, ethnic diversity, differing levels of academic achievement, and socioeconomic background to represent these differences. Interviews were conducted only with consenting students.

4. One co-op education teacher from each school was interviewed. The teacher was selected based on the following criteria:

   a. Involvement with school activities.

   b. Articulate in dealing with transmission of ideas and understanding of the program.

c. Convenience of consultation so that no interruptions in daily activities would affect the research, e.g., student teachers, extra-curricular activities, and/or family problems.

5. The use of a tape recorder could present a chance for bias. All participants were provided an opportunity to review their transcript.

6. The employers were selected by virtue of being supervisors of the students being interviewed.

7. The field work was done during one semester of a school year and reflects cooperative education during that time.

8. This study was in no way an attempt to define work; just to report the participants feelings.

Terms Used in the Study

In order for the reader to understand the different terms used in this study a description is included for further clarification. The terms and their definitions used in this study are:

Co-op/cooperative education - used interchangeably to indicate the cooperative education program. In Ohio it is described as a program which provides specific occupational skills through paid employment under a written cooperative arrangement between the school and an employer (Ohio Department of Education, 1994). In Ontario it is described as an experiential mode of learning, delivered under Ministry of Education guidelines, that integrates academic study and classroom theory with on-the-job experiences (Ministry of Education, 1990, No. 90-005, p. 1).

Cooperative education teacher - this is the person who is responsible for either teaching related classes, responsible for co-op students in the workplace, or both. In Ohio, also referred to as a co-op coordinator, and in Ontario as teacher-monitor.

Cooperative education student - refers to senior students at the secondary level, who are enrolled in the cooperative education program, and are placed at a work site for training. Such students could be enrolled in an academic and/or vocational course of study.

Cooperative education employer - refers to the person who provides a training station, in the community, for a student to receive training and be evaluated for on-the-job experiences.

Curriculum - a group of courses and planned experiences which a student has under the guidance of the school, and may refer to experiences outside the school that the learner encounters under control of the school.

High Quality Program - the key features include (1) written training plans that detail specific learning objectives for students to achieve during their co-op enrollment; (2) screening of students by co-op staff; (3) selection of employers who provide quality training in occupations with career paths; and (4) close supervision of student's training by school staff (United States General Accounting Office, 1991, p. 21).

Ontario Academic Course (OAC) - a prescriptive, provincially designed university-entrance course (Ministry of Education, 1989, No. 89-054, p. 38). Students in Ontario are required to complete these advanced level courses if they plan on studying at the university. Normally completed in a thirteenth year of high school.

Reflective learning - a technique used in the classroom to allow students in the co-op program to share and compare out-of-school experiences. Students generally share their experiences in order to get a better understanding of their job environment and appropriate work-related behaviors (Ministry of Education, Ontario, 1989, No. 89-003, p. 25).

Training plan - this is a written plan indicating what is to be learned by a particular student-learner and whether it is to be taught in the classroom or at the training station. The plan is derived from a realistic analysis of the tasks, duties, and responsibilities of the student-learner. It is developed jointly by the teacher-coordinator and the training station supervisor (Mason and Haines, 1972, p. 109).

Training agreement - this is a formal document signed by all parties: student, employer, teacher, and parent. This document details the responsibilities of participants of the co-op program. In Ontario, it is referred to as the work-education agreement, which includes a description of Worker's Compensation coverage, and is signed before a student starts work at a training station (Ministry of Education, 1989, No. 89-003, p. 26).

CHAPTER II

LITERATURE REVIEW AND EVALUATION

The emphasis of this study was twofold: (1) to interpret the praxis of cooperative education from the perspective of those engaged: students, employers, and teachers and (2) to see how work is perceived by them.

The literature reviewed is divided into two major categories that impact on the study: (1) the concept of practical cooperative education, and (2) how the work component of cooperative education is viewed.

Cooperative Education

The literature reviewed pertaining to cooperative education in both countries details factors supporting this instructional method, and its rationale.

Cooperative education at the secondary school level will be discussed from the early days of the 20th century in the United States, and in Canada from early 1970. These are the accepted beginning dates of cooperative education that influenced today's programs. (Ivins & Runge, 1951; O'Connor, 1993)

Foundations for Cooperative Education

As discussed in chapter One, the beginnings of cooperative education can be linked to craftspeople in primitive societies. Craftspeople would pass their skills on to an apprentice who would practice and acquire that skill through actual hands-on experiences. This cooperative experience continued down through the years and evolved into a more formal type of training called apprenticeship.

Evans and Herr (1978) stated, "Apprenticeship attempted to combine the best of family instruction and OJT [on-the-job training] by having an experienced worker agree to teach the full range of an occupation, acting in lieu of the parent" (p. 10). These early apprenticeship programs sometimes lasted as long as 10 years. These authors, Evans and Herr, indicated that apprenticeship reached its peak in Europe just prior to the beginning of the Industrial Revolution. The apprenticeship program flourished in Europe and continues to this day as a major mode of instruction.

In America the proliferation of demand for skilled workers toward the end of the nineteenth century was becoming evident. Thompson (1973) indicated, "A growing demand for manual, industrial, and commercial education on the secondary level developed during the last quarter of the nineteenth century" (p.70). This demand was evidenced by what Thompson called the proliferation of commercial and industrial sites in the American economy following the Civil War. The number of skilled workers was at a premium, and there was the need for people with specific skills to fill these shortages.

The idea of providing a place where a person could go and receive training from a professional, in a particular occupation, was a notion being considered. There was also the belief that education for doing and education for knowing was important. This would be an impetus for the Smith-Hughes Act of 1917 that provided for vocational education in the secondary schools. Specific subjects included agriculture, home economics, and trade and industrial education. (Thompson, 1973) Although cooperative education was not specifically spelled out in the Smith-Hughes Act, Ivins and Runge (1951) mentioned that it is significant in the fact that it had a primary effect on work experience programs through subsequent legislation, and their interpretations.

Overview of Cooperative Education

Cooperative education in the United States has been credited as having its beginnings at the University of Cincinnati. A professor of engineering, Dean Herman Schneider, at the University of Cincinnati, is credited with the first formal work-study program in 1906. (Ryder, Wilson, and Associates, 1987, p. 6) Professor Schneider envisioned a program of education where students could be exposed to practical applications of the theory studied in school.

The first cooperative education program in Canada started at the University of Waterloo in engineering. This co-op program started in 1957 and was the pattern for future co-op programs at the high school level. (Ryder et al., p.54)

While Professor Schneider was implementing his cooperative education program in Cincinnati, a work experience program at the secondary level was being developed in Boston. (Ivins and Runge, pp. 43-53) In 1906, Lucinda Wyman Prince, an executive committee member of the Women's Educational and Industrial Union of Boston, "became interested in ascertaining what special training was needed by girls who wished to become saleswomen" (p. 43). She originally formulated her plan of training for out of school persons, and later adapted the program to high schools. Mrs. Prince convinced a Boston department store to hire her retailing students, all female, to perform sales functions and thus began the concept of both training in and out of school. In 1912 her first classes for teaching retail selling in high schools and continuation schools were organized. (p. 43) The city of Cincinnati was mentioned as having the first work experience program on the high school level in the United States. (p. 59)

Barbeau (1973) indicated that the first public cooperative high school in the United States was started in 1908 in Fitchburg, Massachusetts, where the employers would pay students in the trades for their participation. The stated purpose of the course was to, "provide an opportunity for learning a trade and obtaining a general education at the same time" (p. 72). The beginning wage was ten cents per hour with top pay reaching twelve and one-half cents.

The idea of cooperative education at the high school level was being accepted and more schools were trying out this program. Prior to 1917 there were seven high schools listed as having the first work experience programs in retail selling training. Cooperative education has continued to grow from these early experiences.

Over the years work-study programs have been established in high schools and are sometimes classified as co-op programs. Ely (1976) explained that, "Cooperative education is not the generic term to describe the variety of work experience programs through which the schools use community businesses, yet employers are inclined to classify all work experiences as 'co-op'" (p. 154). The cooperative education programs in the high schools are distinguished by their documented control and planning for specific careers. Hoyt, Evans, Mangum, Bowen, & Gayle (1977)indicated that,

> Career educators have a natural affinity for cooperative education programs, because such programs harmonize so well with the goals of career education. They allow students not only to learn about work values, career exploration, and job preparation, but to experience them. Thus such programs increase the relevance of education (p. 319).

The eventual success of the co-op education program would be recognized through the passage of various educational acts described later in this chapter. Regulations and guidelines that describe two differing models of instruction guide the cooperative education program in Ontario and Ohio. The view of co-op education in each country is described in the following sections.

Co-op Education in Ontario

Education in Canada is a provincial responsibility as stated by Blair (1988), "Section 93 of the British North America Act (BNA) states: 'In and for each province, the legislature may exclusively make laws in relation to education'. Canada therefore has 12 educational systems, one for each of the 10 provinces, one for the Northwest Territories, and one for the Yukon Territory" (p. 179).

In Ontario the co-op programs in high schools are governed by regulations and guidelines set out by the Ministry of Education. One guideline (Ministry of Education, 1989, No. 89-054) states, "The circular Ontario Schools: Intermediate and Senior Divisions (OSIS) sets out the goals, policies, and requirements that govern the program in the Intermediate and

Senior Divisions of the schools of Ontario" (p. 2). In Ontario, co-op education is designed to enable students to make informed decisions regarding future schooling, or make the transition from school to work smoother. The program links business and industry, and education as a partnership.

The co-op education programs are normally designated for senior level students in Grade 12. Students apply for the program as an elective course. The school credits they receive include the classroom experience, as well as on-the-job training.

The history of co-op education in Ontario, at the high school level, was characterized in an article by Jim O'Connor (1993), when he stated, "The roots of Co-operative Education at the secondary school level can be traced back to Fort Francis, Ontario. In 1970, Fort Francis High School offered a Business Co-op option." (P. 8) Claude DeGagne is credited with teaching the first co-op program at the high school level with 12 secretarial students from his business class. The students worked at a business for a half-day per week, received school credit, and were paid for this related experience.

The period 1970-1977 was a time to develop and experiment in local programs in co-op education at the high school level. Also, during this period, planning was underway to provide guidelines so that co-op education could be controlled efficiently, and in 1977 the Ontario Co-operative Education Association(OCEA) was formed. The OCEA worked closely with the Ministry of Education by developing resource guides and assisting in setting policies and procedures for co-op education.

The federal government in 1978 provided start-up funding for co-op education in Ontario, according to Jim O'Connor (personal interview, June 1994) Executive Director of the Hamilton, Ontario, Industry-Education Council. He further stated that "In 1984, the federal government put millions of dollars into this [co-op ed] and allowed school boards to create innovative programs for co-operative education."

The philosophy behind the co-op education programs in Ontario follows the rationale of giving students an opportunity to explore a career, and to assist them in making decisions as the path to take after high school graduation; namely, more schooling or the work world.

Cooperative Education in Ohio

The cooperative education program in Ohio is under the vocational education umbrella and is administered by the State Department of Education. Funding is provided through federal, state, and local sources.

The high school co-op education programs can be traced to the Smith-Hughes Act of 1917, and the state regulations set up to administer the local educational programs. This Act "focused upon job preparation that could be achieved in programs offered in education institutions of less than college grade. Such programs were identified in terms of jobs in the occupational areas of agriculture, trades and industries, and home economics" (Barlow, 1976b, p. 5). The Smith-Hughes Act gave the stimulus to vocational education and eventually the cooperative education movement. In 1936 the George-Deen Act came into existence and provided additional funding for fields of agriculture, home economics, trades and industries, and distributive education. (Barlow, 1976a, p. 64) The George-Barden Act of 1946 included items not previously authorized in other acts, such as funding "for training and work experience training programs for out-of-school youth" which impacted on co-op education. (Barlow, 1976a, p. 76)

The Vocational Education Act of 1963 included a provision, "That the vocational education program be further amended to provide a work-study program for youth of high school age, with Federal funds helping their school or other public agency employ them part-time" (Barlow, 1976a, p. 81). The co-op program was becoming a source of providing meaning to many of the work related programs.

The Vocational Education Amendments of 1968 provided a renewed interest in vocational education with emphasis on some of the central themes that included funding for cooperative vocational education programs. Meyer, Klaurens, and Ashmun, (1969) described what the planners in Congress had in mind when they passed this Act:

> It is the purpose of this part [Part G of the Act] to assist the State to expand cooperative work-study (Vocational Education) programs by providing Financial assistance for personnel to coordinate such programs, and to provide instruction related to the work experience; to reimburse employers when necessary for certain added costs incurred in

> providing on-the-job training through work experience; and to pay certain costs for certain services, such as transportation of students or other unusual costs that the individual students may not reasonably be expected to assume while pursuing a cooperative work-study (Vocational Education) program. (p. 13)

The assistance of federal funds has had a lasting impact on vocational education and in turn the cooperative education movement. "It is certainly true that vocational education programs of this nation have advanced more rapidly with federal funds than would have been possible without them" (Thompson, 1973, p. 84).

Other legislation that has had an impact on cooperative education over the years includes: (1) 1978-Passage of the Targeted Job Tax Credit allowing employers to receive a federal income tax credit equal to 50 percent of the first $6.000 paid to co-op employees, and (2) 1987-In Reagan buge t for FY 88, no funds allocated for co-op or vocational-technical education at the secondary level (Parsons, 1988, p.81).

The funding of cooperative education programs in Ohio is through the vocational education funds and is governed by the Ohio State Department of Education regulations. The cooperative education programs in Ohio are normally subject-based with most of the students receiving work related classroom training in the morning and on-the-job in the afternoon. There are also programs that have different models relating to co-op education. In some schools districts morning work and afternoon classes are the norm. Another district has students in school for a week and on-the-job for a week, and yet another where two students are assigned one job; they alternate their days in school and on-the-job

Component of Work in Cooperative Education

The component of cooperative education pertaining to work will be identified in this study as how people perceive their everyday activities, in both gainful employment and other task related activity. Then, work will be viewed as to how people fulfill their needs and wants through some effort or exertion.

Some of the richest literature pertaining to how work is perceived was found in the social sciences: psychology, sociology, and economics, which attempt to explain how humans relate to one another, their environment, and society. The literature relating to these three disciplines provided ample information relating to work.

A psychologist, Neff (1968), described the study of work as an area that has not been pursued aggressively because, "...historians have largely been concerned with other things--wars, and revolutions, the rise and decline of identifiable human groupings as organized societies, and the roles and functions of powerful and influential persons" (p. 16).

The comment by Neff seems to corroborate that the concept of work does not appear in abundance in the literature. What does appear is the study of work relating to specific job skills and how these jobs are done, as well as what competencies are required to be proficient in an occupation.

Neff further stated that modern psychology gives more attention to work as the science of human behavior and has relegated the study of work to what is called applied psychology. Applied psychology encompasses the testing and interpretation of mental tests to know more about the person, and motivation of the individual.

It is interesting to observe that the study of work is concentrated mainly in the industrialized nations. The literature seems to show that considerable study is given to the amount of time that is required to do a job, and complexity of a job, in order to gain some insight into how we might do that job better.

Bass and Barrett (1972), looking at work from the view of industrial and organizational psychologists, stated,

> The meaning of work and the motives that induce people to work have undergone considerable change over the centuries. With the exception of economically underdeveloped societies, where work may be motivated by nothing more than the need for basic physical survival, the motives and meaning of work have become extremely complex. These motives are especially important in our era, where the options concerning the amount and type of work are the greatest in history. (p. 40)

Except for those underdeveloped countries, where survival is the main motivational factor, the emphasis appears to be how to understand the ever changing environment of work. As we develop new occupations, and the accompanying new skills, it will be interesting to see if the meaning of work develops different interpretations.

Another viewpoint of work can be ascertained from sociologists who have looked at work from the standpoint of contributions to society by individuals, as well as groups of people. Gross (1958) posed the question: Why study work? He feels that because work is what we do every day it is something we take for granted, and generally people think of work as not worth discussing. Considering the fact that we spend a large part of our life working, and a considerable time getting ready for work, worrying about work, and preparing for a better job, the importance of work becomes significant. This suggestion that work is not discussed to a great extent may not be entirely true since work is an important part of our life and is normally a subject for casual conversation. Work is what we do every day and gives meaning to our life.

Hall (1986), from a sociologist's view, has defined work as a form of activity that one is involved in, it is not a period of rest, but some purposeful endeavor that is being done. The implication here may be that someone is working to provide something of value either to themselves or someone else. The necessity of working in our society conjures up thoughts of contributing to the good of the community as well as providing material possessions to ourselves.

Still another perspective can be gleaned from the economist who deals with the worker as a quantifiable factor in production. Drucker (1974) dealt with the worker in the productivity mix as an important element and views work as a means of providing a living for the worker. Work also provides the money to keep the economy at a level consistent with the goals of that country. The economist deals with the citizen as typically an employee. In the eyes of the economist work relates to the profit, or bottom line of the profit and loss statement. How effective employees are in the production process on their job usually determines the success of that business.

Frederick W. Taylor, who around 1880 began to study work, is recognized as the first person who did not take work for granted, but studied it. Taylor was an industrial engineer who wanted to apply "scientific management" to define productivity in relation to the manual worker. Taylor wanted to put knowledge to work to make the manual worker more productive. (Drucker, pp. 24-33) His ideas are still being used in production today relating to how many pieces can a particular worker produce over a specific time period.

So, depending on the person characterizing work, the context will be different. The opinions advanced as what work involves and how work is understood can best be translated by the reader according to her/his specific circumstances.

Meaning of Work

The process of giving meaning to the word "work" other than labor, or specific tasks to provide a need, has evolved over the years to include satisfaction, responsibility, and the challenge to succeed in a specific endeavor. As a result of this evolution, studies have been undertaken to understand what it is that workers value in their jobs.

Katzell (1979) suggested that a person's attitude to his or her work can have an effect on what work means to different groups of workers. He identified "three major classes of such attitudes: (1) how important a person's work is to him or her, called 'job involvement'; (2) what a person wants, needs, or expects from a job, which may be termed 'work values'; and (3) how strongly a person likes or dislikes a job, called 'job satisfaction'" (p. 36). The attitudes that workers have toward their job have a strong influence on how they give meaning to work. If a person is involved in meaningful work, is satisfied with the job, and the job meets her/his expectation then work takes on a positive meaning; conversely work is different when these attitudes are negative.

Gottlieb (1974) discussed work attitudes of students who were surveyed and who indicated they are less concerned about earnings and security than the intrinsic aspects of the job. The meaning they assigned to their jobs involved interesting work that will be of value to society, and allow individual expression and enhance individual growth. (p. 2) These positive aspects of the meaning of work appear to substantiate the attitudes that Katzell described.

In the Western world today work is thought of as something "good," and a person working and contributing to society is usually held in high regard. This perception may not be universally accepted but usually comes into conversations when people who are presently employed feel they are paying taxes and are able to purchase goods and services. The division of work also figures into the meaning of work as for instance what a person does for a living, or the title one holds, is viewed in different contexts.

Terkel (1974) interviewed a cross-section of the workers in America from different occupations and found that although the jobs were not changing at that time, the titles were. He observed:

> The status of the worker rather than the work itself becomes important. Thus the prevalence of euphemisms in work. The janitor is a building engineer, the garbage man, a sanitary engineer; the man at the rendering plant, a factory mechanic; the gravedigger, caretaker. They are not themselves ashamed of their work, but society, they feel, looks upon them as a lesser species. (p. 79)

The way that people view their particular job also gives an indication as to the status that they assign a job. The meaning that people assign to work is similarly related to the perception of how they feel others look at their occupations, and sometimes assign differing titles to make jobs sound appealing. People also have different needs that must be achieved as they progress through life.

Maslow (1954) in his writing dealing with humanist psychology, developed a hierarchy of human needs; what we must have to be satisfied as we move through our life span.

The bottom, or the beginning, of a continuum dealt with the basic need; physiological (hunger, thirst, sex, oxygen), followed by security, belonging, esteem, autonomy, and self-actualization being the highest order of needs. He said that as a lower order need becomes satisfied, it becomes less important, with a need of the higher order becoming more important. As individuals worked to provide the needs as indicated on the hierarchy, and these needs became less important as they attained them, the meaning of work also began to take on different concepts. Work was no longer thought of as survival, but as a means of striving for some positive goals in life, and the individual was now aware of the intrinsic rewards as being more important than the extrinsic. The intrinsic rewards were satisfaction on the job and also being a part of the organization and able to have a greater sense of accomplishment. The extrinsic reward usually thought of as pay did not appear to be as important as the intrinsic rewards. Work is still thought of as providing extrinsic rewards and, of course, remuneration is necessary for survival, but pay did not play a prominent role. While it is important to be satisfied in one's work, and getting the right job will help in that endeavor, the values of working and being satisfied in what one does must start early in life.

Cleeton (1949) suggested that people should begin early in life to gain an understanding of the meaning of work and that the home and school have a responsibility to instill in youth the proper attitude toward work. A parent should present early-life experiences in the pre-school years; and when the child starts school, then appropriate attitudes toward work should be developed.

As the meaning of work is an important phase in the overall concept of work, how it is defined must be included in its broad landscape.

Definition of Work

Kazanas, Baker, Miller, and Hannah, (1973), explained how people view work:

> The term "work" means many different things to different people. The usage in modern language can reflect a variety of these meaning. Therefore, any investigation into the meaning of work must be based upon the specific definition of the work involved. (p. 1)

Work is usually thought of as paid employment and this definition is probably the most widely accepted among most of the workers since it conjures up images of rewards for doing a specific task. It does not give a true picture to the definition of work since what is missing is the personal element that plays a prominent role in work.

An article in Work in America, (1973) a special task force report to the Secretary of Health, Education and Welfare (HEW) challenged the definition of work as paid employment when it is stated:

> A housewife, according to this definition, does not work. But if a husband must replace her services--with a housekeeper, cook, baby sitter: these replacements become workers, and the husband has added to the Gross National Product the many thousands of dollars the replacements are paid. It is, therefore, an inconsistency of our definition of work that leads us to say that a woman who cares for her own children is not working, but if she takes a job looking after the children of others, she is working. (p. 2)

We describe the actual involvement in work as having a purpose and whether it is mental application or physical ability the fact remains that work must have a purpose, and a reward. The reward does not have to be remuneration but could be any number of intrinsic events such as satisfaction in knowing a good job has been done, or that your accomplishments have been noticed and praised.

Stern, Hopkins, Stone, and McMillion (1990) made the point that students involved with work experience and "their current jobs make greater use of their skills and abilities are less cynical about work" (p. 278). The fact that students are placed in work sites that will use their training in the classroom, and also their abilities, help them in becoming better adjusted employees. In a similar and somewhat parallel observation, (Valli, 1985, p. 35) the students in a co-op business class said that the training they were receiving in the classroom and on-the-job gave them the necessary skills to adjust to work situations. Although they might not continue in those jobs after graduation the feeling was that they could make use of that training if needed. Work was defined among these students as acquiring the skills and attitudes on-the-job so that if a college degree might not get them a job they could always use their office skills to avoid unemployment.

Herzberg (1966) suggested that people work effectively when they are well treated physically. He feels that besides paying employees favorably for the type of work performed, employers have a responsibility to see that the workers are comfortable, and having accomplished this, the workers will gravitate to higher potential.

As we attempt to define work, it is important to understand the dynamics of the workplace are ever changing and the manual labor that was present in the past has now evolved into more cognitive applications at the workplace.

Miller, Watts, and Jamieson (1991) explained how our changing work world provides thought for definitions of work:

> Service industries now employ sixty-three percent of the work-force, and one of the features of employment in this sector compared to manufacturing is that much of the work done cannot be so easily checked as in manufacturing. Employee discretion and autonomy tend to be widened at the same time that consumers are being empowered to demand higher standards of service. (p. 79)

Employees in the service industries today, as mentioned above by Miller et al., bring their more visible values to the customer immediately, while before, when manufacturing was dominant, they sheltered any "different" behaviors from the consumer.

Bailey (1990) indicated the changing environment of work as he alludes to the impact of increases in international trade, with an accompanying importance of the services in all sectors of society, and an increase in change and uncertainty globally. The changing pattern of manufacturing jobs going to other countries, and the increases in service type jobs developing in North America, indicate changes need to be addressed as to the definition of work as we know it today.

The significance of work associated with cooperative education takes on specific meanings depending on how cooperative education is being defined. Co-op has been associated with terms such as experiential learning, shadowing, internship, apprenticeship, mentoring, and career exploration. Depending on which term we use, the definition of work would take on differing interpretations. As an example, if we talk about shadowing, work would be defined as observing and following a person going about her/his daily tasks. If we describe work in terms of internship, we may use such terms as exploring a career with no remuneration in certain instances, or being paid while performing entry level tasks. Experiential learning is related to learning acquired wholly, or in part, through practical experiences and is sometimes used interchangeably with cooperative education.

Parsons (1991) described students working as the "bridge" between full-time schooling and full-time employment where the student clarifies in the classroom the meaning of work and then applies these lessons at an actual on-the-job experience. Parsons states, "...that by fusing classroom learning with on-the-job demands, students learn not only what it is to work, but how to work, and further, how to use 'book learning' to advance on a job site" (p. 65).

Summary

Cooperative education can be traced to ancient Egypt and Greece where the concept of cooperation among the skilled craftsperson continued the tradition of passing on their skills to each generation of worker. Since those early days some form of experiential education, the need for training of our youth, has been paramount in perpetuating our societies.

A need was seen by pioneers of co-op education for structured pre-graduation training for high school students. They recognized school-to work initiatives as important in bridging education and business. The cooperative education program evolved from these initiatives.

The literature in this chapter gives an insight into the beginning of cooperative education, and how it has developed over the years in Ontario and Ohio. A common thread in the articles on work, a component of co-op education, appears to be the suggestion that the interpretation of work is ever changing according to societal demands.

CHAPTER III

METHODOLOGY

A parallel multi-case study approach was used to examine the six secondary schools visited in this study. Multi-case studies can be characterized as "studies of two or more subjects, settings, or depositories of data" (Bogdan & Biklin, 1992, p. 68).

Qualitative Research Features

Eisner (1991) identified six features that make a study qualitative:

1. Researchers go into the "field" to investigate what is out there through visits to sites, interviews with people, and observing the environment where the research takes place. I visited the actual schools, interviewed participants in the co-op programs, observed the classrooms, viewed the surrounding communities, and investigated the job sites.

2. How the researcher interprets the data will bear that person's signature: the self is an instrument. Using

myself as the interpreter of data, how I perceived the results of my findings are inherent in the way that my observations and implications are recorded.

3. The researcher must account for the interpretation made. Being able to explain what is going on and why something takes place within the experiences of those being observed is important. Through the benefit of personal interviews and on-site observations, I have been a part of the experiences that took place, and take full responsibility for interpretations as seen through my own eyes.

4. The use of "expressive language" relates to the presence of voice in text. The use of the first person singular is usually a distinguishing feature of qualitative studies, and it relates to the second feature. I have attempted to put myself as an active participant in the study and hopefully it is indicated by the presence of voice in the study.

5. This feature deals with "attention to particulars" and when one reads a qualitative study the distinctive characteristics of the study are shown. The people involved--teachers, students, employers, and the environment are detailed. In chapter Four an in-depth view of

the "richness" of each site, including the surrounding community, and the people involved, should give an understanding of the distinctive characteristics of the study.

6. The success of the study must be judged by the evidence employed from multiple sources. The study's "coherence, insight, and instrumental utility" make qualitative investigation believable. The six sites visited, the multiple interviews of participants of the co-op program, the analyses of data, and the interpretations of this data, make the study believable.

Selection of Sites

The sites chosen for investigation consisted of six high quality secondary school cooperative education programs: three in Ontario and three in Ohio. The purpose of an international study was to examine how participants of cooperative education programs in each country perceived their co-op programs. Ontario educators visited Ohio in the early 1970s in conjunction with initiating their co-op programs to get some insight into co-op programs so it was informative to see what segments were used.

In each country for this study the locations included a school in an urban setting (large city with population exceeding one million), a school in a suburban setting (adjacent to, but not within a city setting), and a school in a rural setting (catering to a farm/small town clientele). The site choices provided a cross section of the Ontario and Ohio cooperative education programs.

The criteria for distinguishing high quality co-op programs in schools included written training plans, selection of employers, and close supervision of students by school staff. The reason for selecting high quality co-op programs was to provide consistency in all six programs.

The selection of the three sites in Ontario was coordinated through the Executive Board of the Ontario Co-operative Education Association (OCEA). An invitation was extended for me to address the executive board and explain the purpose of the study. This meeting set the mood for the research since the OCEA works closely with the Minister of Education in setting standards and policies for the co-op programs in Ontario.

In Ohio the Assistant Director of Business and Marketing Education, Division of Vocational and Career Education, Ohio Department of Education was contacted for site locations. The assistant Director consulted with representatives of cooperative education for three sites in Ohio. The reasons for using these agencies to select sites were their continual contact with all schools in their respective jurisdictions, and their ability to identify high quality co-op programs. Each agency expressed appreciation for contacting them for site location since they felt responsibility for their own co-op programs and could coordinate the investigation in a more orderly fashion.

Once the study sites were agreed upon by all parties, The Human Subjects office at the Research Foundation of The Ohio State University was contacted. A required form was submitted for review, and approval was obtained (See Appendix A) to continue with arrangements for participant notification.

Coordination of Visits

After the site was chosen and the name of the cooperating teacher identified, a preliminary contact was made by phone. This phone call was a way of introducing myself and getting the assurance of that teacher's commitment. A follow-up letter to the teacher (See Appendix B) describing the study as well as a letter to the principal (See Appendix C) requesting use of the co-op program in my study was undertaken. All six sites initially identified were used and positive feedback from administrators resulted.

The cooperation of the teacher was important for setting up appointments with students and employers so that the time spent at each location would be productive. Each co-op teacher had an itinerary worked out so that waiting time was minimized and visits to student's work sites were maximized. This extra workload on each teacher was undertaken in a professional way, and rapport was established between the teacher and me.

Participant Selection

The co-op education teacher at each school was the primary contact person for the study, and a close working relationship was established. In the case of two or more co-op teachers at a school the teacher who met the established criteria was selected. If more than one co-op teacher met the criteria then a random selection was utilized.

The co-op teacher was responsible for selecting five cooperative education students to participate in the study based on the established criteria as outlined in Chapter One. The employers of these five students also agreed to participate in the study. Any employer or student who was selected and decided later not to participate had the opportunity to withdraw; no one withdrew. It was understood between the co-op teacher and me that any employer and/or student withdrawing would be replaced with another student and the employer of that student. Consent forms were used to obtain permission to interview students (See Appendix D).

The number of participants from each site, five students, five employers, and one teacher, were felt by the researcher to be the sample for the study at each location. The student population of each co-op program varied between fifteen and twenty-five. The employer of the student was the participant and in most of the schools there was only one co-op teacher, who then became the participant. Fictitious names were used for the participants; students, employers, and teachers, as well as the schools visited. Real names were used in the study to identify people who offered historic and/or peripheral data.

Methods of Data Collection

Interviews were undertaken with students and employers at school and at the workplace respectively. An appropriate quiet, private location in each school was provided for interviewing the students and the teacher. At the worksite the supervisors had made arrangements, in most cases, for a quiet, undisturbed place, and a specified period of time for the interview.

The use of an audio recorder assured each interview would be documented in an orderly fashion. This audio recording allowed me to interact with the interviewee and to observe body movements as the interview transpired. The only interview I didn't tape was the one with the supervisor inside a maximum security prison since tape recorders were not allowed. Field notes were taken in this instance. Open ended questions were used with supplementary questions utilized if needed (See Appendix E). Also, the audio tape recorder was not used while observing classes since I wanted to be as unobtrusive as possible.

It was generally agreed with the teacher that interviews would be approximately forty-five minutes each. Interviews with students averaged about 40 minutes; employers averaged about one hour; and teachers averaged a little over one hour each. The use of the audio recorder did not detract from participants talking and after the first few minutes was not appreciably noticeable. Immediately after each interview a thank you letter was sent to each participant (See Appendix F).

Validating Data

The audio recordings from the interviews were transcribed verbatim to a computer disk. The disk would be used later to code the data for analyses. (Chapter V) Three paper copies were made of each transcript. Two copies were sent to the interviewee for review and to correct any inconsistencies. An instruction letter was sent (See Appendix G) along with a Verification and Release Form (See Appendix H) and a stamped, self-addressed, appropriately sized envelope to return to me. When the review was completed and returned, I made indicated changes to the original transcript.

The rate of return for transcripts sent out was 100 percent. This return occurrence was attributed to the personal contact originally made and the rapport that was established. This rapport was further substantiated by some participants enclosing a letter thanking me for having them be part of the study.

Documentary Evidence

The interviews were supplemented by documents, policy manuals, school documentation, and supporting papers on various aspects of co-op education from both countries. Visits were made with people involved with co-op programs such as school district administrators, policy makers in government, as well as education association leaders. Some interviews were given by co-op education association representatives and transcripts were made and verification was obtained. The collection of these supplementary materials has been used to further document the co-op movement in Ontario and Ohio.

Analysis of Data

The transcriptions from the interviews were analyzed and coded for like references in the script and then categorized. Categories used were determined after the analysis of the interviews. Data were analyzed using the coding criteria as specified by Bogdan and Biklen (1992, p. 166). This process consists of reading through the data and identifying key words, thoughts, or common themes that are present. These words or themes are classified as "coding categories." These categories were then used to analyze the data. The use of the computer driven program, The Ethnograph, (Seidel, Kjolseth, and Seymour, 1988) assisted in the process. This computer program assists the researcher in some of the mechanical aspects of data analysis. The Ethnograph enables coding, recoding, and sorting data files into analytic categories. Segments of the text can be printed in any sequence desired. This makes it easy to compare and interpret coded text. What was once done with pencils, scissors, and paste, can now be accomplished almost entirely with a personal computer.

Further narrowing of coding categories into specific name codes isolated information pertinent for the study. The first analysis of the transcripts identified approximately ten categories which were narrowed down into a manageable number. The final analysis consisted of collapsing the overlapping categories into four main categories. The four categories were used to write up the findings in chapter Five.

The findings of the research included quotations from the sixty-six interviews that took place among the six research locations. Quotations were used by gleaning specific meanings for the category reported on. Specific quotations were used if they addressed facts or added to the understanding of the categories. The author accepts full responsibility for determining which quotations to use.

Actions and Time Lines

I took the following actions to insure a timely development of the research process:

Proposal completed	November	1993
Field Visits Completed	February	1994
Transcribing Tapes	May	1994
Mailing and Verification of Transcripts	June	1994
Return of Verification of Transcripts	August	1994
Analyses of Data	November	1994
Writing up Data	February	1995
Completion	May	1995

CHAPTER IV

CASE STUDIES

The six schools visited, three in Ontario and three in Ohio, are reported individually to gain a perspective of the richness of each site.

Ontario

Urban school

Valley Cross High School is a large sprawling two story building housing over twenty-two hundred students in grades nine through twelve. It is situated in a large metropolitan area with access to public transportation, which many students use each school day. The surrounding area is a mixture of commercial businesses, high rise apartment buildings, and single homes with manicured lawns. The area is designated as middle, and upper-middle income by the one of the eight counselors in the school. The school is truly multi-cultural with many ethnic groups represented in the makeup of the school community. Most of the students are first generation

Canadians and the school has a very large English as a Second Language (ESL) component. Professional and entrepreneurial families, with a small percentage of blue collar workers, are representative of the community.

The school offers a diverse curriculum and students have the opportunity to pursue a course of study leading to University. There is a strong emphasis placed by parents, on students, to continue on to post-secondary education. There are 400 students in the graduation class. Approximately seventy-two percent of the students taking the Ontario Academic Courses continue on to a university. About forty percent of the students not taking OACs, but completing the Senior Division of the school, continue on to a community college. Many students are encouraged to round out their education by taking a co-operative education course during their senior year. All subject areas are incorporated into a four credit package which consists of two credits for the career exploration element and two credits for the subject specific area. The student's training plan must reflect the Grade 12 course of the student such as Science (Biology=hospital placement), or Law Enforcement (Criminology=police placement). The co-operative education program is presented as a cross-curriculum career exploration course. This career exploration consists of spending one semester (usually 13 weeks) at a "placement" arranged by the cooperative education teacher. The time students spend at their placement consists of nine consecutive school days. The tenth day is spent in school for school reflective learning. This schedule continues for the complete semester.

The cooperative education teacher, Dorothy Down, has extensive experience in the work world. Dorothy had spent about 10 years working in the hospitality industry prior to teaching in a community college. She has been teaching at the high school level for 20 years. Her extroverted personality made her a natural for dealing with the business people in the community. Dorothy had built up her community network of contacts to insure her students had appropriate placements to explore a career of their choice.

Co-op education students are exploring careers in child care, law enforcement agencies (detention centers, juvenile courts, and police detachments), automobile agency, theater, architect, hospital, newspaper publishing, and retailing.

Students in the co-op program are mostly grade twelve students who would be taking Ontario Academic Courses the following year. Completion of the OACs in their thirteenth year of school would prepare the students for admission to a university. A few students are taking OACs and are also enrolled in the co-op education program.

The administration, consisting of the school board, principal, trustees, and support staff of counselors (psychologist, social worker, and psychiatrist) is very supportive of the co-op program and related success stories about students enrolled in the class. One trustee told me about her daughter being in the co-op education program, wanting to be an actress, and being placed in a theater group for career exploration. While in the theater the student discovered that her "love" was still with acting, but felt a full time career would not be warranted. At university she pursued a course of study other than theater. The student's mother had high praise for the co-op program as she felt it helped her daughter, and herself, avoid the expense of four years of university pursuing studies in the theater only to discover an incorrect career choice.

Suburban School

A few miles from the city center sits a modern building housing approximately 900 students. Ecole Secondaire Voltaire is a French language high school located in Southwestern Ontario in a growing commercial and single home environment. Students come from a large geographical area whose parents are classified as professional, middle management, as well as blue collar. Subdued clothing is noticeable with no outlandish attire. A large vacant lot sits on the corner of a busy main street and provides a buffer between the school and the roadway. Nearby is a golf course and country club which provides a pleasant atmosphere. Construction is underway to add extra classrooms to the large two floor building which would hopefully allow the few temporary classrooms in the back of the building to be eliminated.

The number of cars in the student parking lot belies the number of students in the school since many of the students take the public transportation bus to school which stops close by. Busing is also provided by the school for those traveling long distances. The beginning of the school day, at 8:30 in the morning, with students standing quietly, starts with a prayer, followed by the National Anthem, and the day's announcements. The classes, all taught in French, are numerous and students have the opportunity to pick classes outside the mandatory ones. Technical courses, such as auto mechanics and carpentry, are offered.

The program model for co-op education students is a half-day in school to continue their subjects and the rest of the school day at their workplace. They spend a morning or afternoon, depending on their workplace schedule, once a week with their co-op teacher for reflective learning. Students are involved with presenting assignments and or/projects in the reflective learning class. One co-op class has made arrangements with a local credit union to open a branch in the school and the students are responsible for operating this banking facility for students and teachers.

Students are exploring careers at the following work sites: nursing home, army co-op placement, teaching assistant at an elementary school, social welfare office in the city hall, dental assistant, retail store, and at a local hospital. Transportation to and from their work stations, for those without their own automobile, is provided by the school.

The two co-op teachers have a broad knowledge of the business world and work experience outside of the educational setting. This expertise assists them in relating the world of work to the students. The teacher I interviewed had a 20-year-career training in many areas of the medical field prior to teaching at the high school level. The opportunity to teach at the high school level gives her a chance to "bring her expertise into the educational community" is the way she described her entry into education.

Rural School

Grayston Technical and High School is located in Northwestern Ontario. The school services a rural clientele and students attend from an eighteen mile radius coming to school by private car, buses provided by the school district, or public bus transportation. There are many single dwellings in the area across from the school and reflect well maintained homes. The school is surrounded by lush lawns with a large sports stadium in the rear of the school building. Large signs promote the logo for the schools football team. The school days begins with the National anthem, a prayer, and then the announcements.

The school consists of two buildings connected by a covered walkway. It is a large three story structure with a clean environment that shows student's pride in their building. Shop areas for students taking vocational courses are located in a wing of the building where carpentry, auto mechanics, and various other technical classes are held.

The approximately 900 students who attend this school come from varying family backgrounds such as farmers, steel workers, lumber processors, as well as professional occupations. The majority of the students are enrolled as general level students who do not plan on continuing further education at time of graduation. Students are enrolled in classes spanning grades nine through twelve. Approximately 200 students are in the graduating class with seventy students enrolled in Ontario Academic Courses. The estimated percentage of students continuing on to higher education is 35 percent. As with all schools in Ontario the number of school credits required to be awarded the Ontario Studies in Secondary Education Diploma is 30. Students planning to attend university can include the six Ontario Academic Courses in these 30 credits, although many students complete the OACs in their thirteenth year of school.

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Students are at their worksite every afternoon for four consecutive days, and the fifth day is spent with the co-op teacher in the reflective learning class. Students attend classes during the part of the school day they are not at their work sites. Careers that students are surveying on-the-job include food marketing, police related area such as a drug treatment center, natural resources dealing with forestry, participating as an actress with a theater group, dental assistant, day nursery, travel agency, museum assistant, chef assistant in food services, and teaching assistant in a local school.

The co-op teacher had a variety of work experiences in the steel industry before entering the education profession where he began teaching technical courses. He gained experience as a guidance counselor and then moved into the co-op education area where he has been for the past nine years. His extroverted personality and his ability to work with businesspeople in the community have earned him the respect of his peers and the community. He promotes the program through extensive public relations.

Ohio

Urban School

The Washington High School is located in a large central Ohio city just outside the downtown area. The school is surrounded by private homes on all sides which gives it a smaller look than the two story building actually is. Parking is at a premium, and the lots are usually full with students' and teachers' cars. The aged building has undergone many renovations as evidenced by some modern looking classrooms mingling with older ones. The pride within the school is noted by the absence of any graffiti anywhere in the building and the cleanliness within the halls and rooms.

The area consists of mostly blue collar workers with a few professional families in the area. Many students from this lower to middle income community, who go on to college, are usually the first in that family to do so. It was pointed out that although parent teacher conferences were publicized widely there was little response by parents on these conference nights. Many students, not associated with the co-op program, work after school in the community to help out with the family income.

The co-op education program is a subject based class in business education. This business class meets each morning of the week for instruction and working on office machines, computers and typewriters. Students who are enrolled in the class have as their career goals the intent of being employed in businesses that have career opportunities as secretaries, bankers, office managers, and small business owners. The percentage of cooperative education students continuing on to higher education is approximately twenty percent. Those students not continuing on for further education might remain in their job placements held in their senior year. Students are employed in banks as tellers, insurance companies and governmental offices as clerks and typists, and small businesses as receptionists and office assistants.

The co-op teacher has been teaching at this school for twenty-two years and has built up a strong support group of parents and local business leaders. Her business experience prior to teaching consists of duties as a secretary, a receptionist, and a bookkeeper. This work experience helps her set up a network in the community of business leaders to secure appropriate training sites for her students. She is respected both in the school and the community for her experience and positive personality. One of her duties entails visiting parents of incoming students, usually in their homes, to explain the program and student expectations for the coming school year. These visits are done during the summer months, designated as extended time on her teacher contract, and it also provides time to make contacts with potential employers who would work with the students for the school year. This extended time is common to co-op education programs in the schools I visited in Ohio.

Suburban School

A campus like, four building complex, Franklin Technical and High School, on the outskirts of a large Northwestern Ohio city, suggests a variety of educational offerings. The 2400 students who attend the high school and the vocational center come from mainly blue-collar families who work in the various manufacturing plants in the surrounding area. Three large manufacturing companies employ approximately seventy-five percent of these families.

On further scrutiny the school offers many and varied courses. One of the buildings is the vocational building and offers 16 different subject areas. A modern laboratory setting for technical classes such as auto mechanics, electronics, carpentry, and various other technical subjects designates the school as a model for the area. Academic subjects are many and varied and, outside of the mandatory classes, the choices for electives are many. Like other Ohio schools the number of credits necessary to graduate total 20, with college bound students accumulating approximately 22 credits. In the graduating class of 650, approximately twenty-five percent have plans to continue further education at this time.

The location of this school, adjacent to a busy six lane highway, is surrounded by commercial businesses, with manufacturing buildings close by. Streets leading off the main highway have single family dwellings which are well maintained and representative of middle income families. The school is not connected to any real community which may be typical of other suburban areas where industry plays a large part in the landscape. The school district, like other school districts in Ohio, receives financial support of approximately seventy-one percent from local taxes, twenty-seven percent from state sources, and the remainder from investments, tuition, and like sources.

The cooperative education teacher has been teaching for about twenty-five years. His work experience before entering education includes working with a construction firm and involvement with the real estate profession. He indicates his study of economics at university was useful as he prepared for his co-op position. He teaches a subject oriented marketing education class for two periods in the morning each day. Co-op students take one or two additional academic classes during the morning and then report to their workstations in the afternoon. Students are involved in training stations through retail stores, (department and specialty outlets), money institutions such as banks and credit unions, auto parts store, food service facilities (fast food and full service restaurants), and food marketing (both supermarkets and smaller grocery stores).

Rural School

In a small Southwestern town in Ohio, James Madison Senior High School caters to the rural student population. The school is a large two-story building with a parking lot in the front. The sports field is adjacent to the school and indicates the emphasis on athletic pursuits. The well kept building gives little indication of its age from the outside. Inside the building the classrooms, while well kept, show designs of earlier architecture. The students show pride in their building by keeping it neat and clean throughout. Noticeably absent during class time were students walking through the hallways indicating appropriate administrative practices were in place. On one side of the school is a large vacant lot adjoining a secondary highway with a fair amount of traffic. Across the highway is a housing complex with well kept exteriors, nicely painted and decorated, to match the extensive lawn areas.

The school population is approximately 1300 students with about 995 actually at this school and the remainder taking technical courses at a nearby vocational school. The graduating class is about 230 students. The makeup of the student body is approximately ninety-eight percent white. A counselor at the school indicates the area consisted of about sixty-four percent blue collar and thirty-six percent white collar. Students come from a wide geographical area to the school either by board sponsored buses or their own private transportation.

The co-op program consists of a junior and a senior class involving one period each of 55 minutes, and operation of a school store for another period. This activity takes place in the morning each day of the week. In the afternoon the senior class students report to their individual workstations in the community for a minimum of three hours work. The co-op teacher coordinates all the senior co-op students and periodically visits their workstations. The students in this subject oriented class extend their classroom learning into the workplace. Students are employed in retail outlets such as department stores, food service facilities such as McDonald's Restaurant, automotive service stations, and small grocery stores as well as food supermarkets.

The instructor of the co-op program has an extensive background in the business world which is invaluable in making contacts and locating workstations to place students as close to their career goals as possible. Prior to teaching his employment consisted of sales related duties in a department store, food service types of jobs during college, and working in the management of a funeral home. His education career includes 21 years teaching business and marketing classes, and a number of years as director of career development in the present school district.

Summary

The six sites visited provides a representative cross-section of co-operative education programs in urban, suburban, and rural communities. Communities are distinguished through the diverse ethnic makeup. Urban communities have many nationalities and ethnic groups in their mosaic, while urban and suburban communities are mostly composed of whites.

An observation at the six sites was that the professionalism of the co-op education teachers, and their dedication to the students, were excellent. All of the schools are impressive from the standpoint of cleanliness, which denote students who take pride in their school.

CHAPTER V

FINDINGS BY CATEGORY

In order to analyze, synthesize, and evaluate the voluminous data collected I found it necessary to categorize the information into realistic and manageable groupings for interpretation.

The sixty-six interviews were coded and categorized using The Ethnograph, (Seidel et al. 1988) a computer program that allows different categories of data to be segregated and subsequently analyzed. Four categories tentatively emerged from analyzing and synthesizing the data: (1) Meaning and characteristics of work, (2) Intrinsic and/or extrinsic rewards, (3) Curriculum, and (4) Cooperative education perceptions and benefits. Each of these seemed to contain distinctive characteristics although considerable cross-category comments were noted.

Meaning and Characteristics of Work

The first category involved capturing the perceptions of the concept of work from the students, employers, and teachers participating in cooperative education programs. It was anticipated the word "work" would take on some of the dictionary meanings: "activity in which one exerts strength or faculties to do or perform something; the labor, task, or duty that is one's accustomed means of livelihood" (Webster, 1993, p. 1363), but participants seemed to define work more broadly. Work was defined with qualities such as satisfaction, responsibility, and accomplishment. The parties involved felt that there should be satisfaction in working, and satisfaction was mentioned in each of the interviews. Responsibility and accomplishment were discussed in different contexts. The meaning of work took on differing interpretations by the participants interviewed.

Student Perception

Students interviewed in Ontario viewed work in the co-op program as helping them select a major subject area for their post-secondary studies. The Ohio students viewed work in their co-op program as leading to continuing career possibilities, although further education was an option.

This perception students had of work may be related to the primary purpose of their particular cooperative education program. Ontario students are enrolled in an unpaid co-op program, whose purpose is career exploration. Ohio students are enrolled in a paid co-op program whose purpose is both career exploration and productive employment. Students from both countries thought that the experience they get from work allows them to make decisions as to which direction they take after graduation. Whether students came from rural, suburban, or urban areas did not seem to influence their continuing at their present workstation or going on to higher education after graduation. Students from both countries indicated that working while still in high school gave them a chance to find out what work meant.

An example of a student's extension of the traditional makeup of work was indicated by Ramona Baxter, who attends a suburban school in Ohio and is employed in a restaurant. She felt a person ought to be, "...satisfied with what you do." Some students extended this meaning to enjoyment and fun. An urban school student from Ohio mentioned, "If you enjoy going in to work, and enjoy the duties that you have to perform, then you gain success and you will be satisfied." All the students indicated that satisfaction on the job had an important meaning to them. "I have to have job satisfaction. If I didn't, it would drive me nuts," was a way a student from a rural setting explained her impression of satisfaction. The notion of "fun" was reiterated by a student in a suburban school in Ontario, Collette Lambert, who added the caveat, "...but you have to learn many things while you are at work." The use of the word "fun" by some students indicated their perception of work should be further modified to include work as being a happy time in the workplace. The theme that appeared in talking to students, whether they were from a rural, suburban, or urban setting was that work is seen as something that should not only provide satisfaction, but should also be "fun" to do.

Students mentioned responsibility, as well as satisfaction, and work being "fun," when they talked about work. The necessity of reporting to work on time, and being at work when scheduled was important. One student indicated that, "You should be on time at all times." Several students felt like Simone Leroy from Ontario, when she commented on missing work, "You just come back the next day, and you've got double the work." Other students indicated it was their responsibility to get someone to replace them if they were going to be absent. Work to Anita Brady reflected the rules of her workplace dealing with confidentiality as she described her role in a police detention center, "...I cannot expose where inmates are staying. That's confidential." Students felt that anything discussed in the workplace should not be discussed away from the job. "If I wasn't loyal to my job, then I would get fired," was how Connie Russ from an Ohio urban school described loyalty as her perception of work. Clearly, students viewed "work" in much more depth than the dictionary definition. They saw work as feelings and responsibilities and satisfaction, as well as job performance.

Employer Perception

The employers described work in terms of satisfaction and a goal to achieve, with stress and economics as being important. The use of the word "fun" by an employer took on the meaning that work should provide a place to feel comfortable, or to have "fun." The employer describing "fun" felt that if a student were motivated, enjoyed the job, and came to work with a positive attitude then the workplace would be a fun place.

A characteristic about work led Andrew Back from a rural area in Ontario to comment that, "Number one priority to me has to be job satisfaction." Another perception of satisfaction was given by an employer when he talked about the school credits students would be getting, "...because it is coming in their report [end of semester evaluation] it finally gives them their satisfaction at the end of the school period."

The notion of satisfaction to the employer was overlaid by a stress factor. A nursing home supervisor in suburban Ontario felt that enjoying one's work had a relation to stress, "If you don't enjoy it [work] that could increase your stress load." She also felt that stress was part of any job and could be a positive effect on job performance. While stress was described as positive as well as negative the employers spoke more about the effect of negative stress on their jobs. "It's very hard, nerve wracking, and time consuming" was how one employer described it.

Though satisfaction and stress were characteristics of work the economic aspect was also mentioned. The manager of a retail store in Ohio felt, "...money, it matters." This was supported by Ralph Pegabo, from an urban area in Ontario, when he said, "Work: it's the thing you have to do to enjoy leisure time and fund all your external interests...." Another employer explained remuneration as he commented that, "...my perception of work is to provide an income, food on the table, clothing, shelter over our heads." Economic advantage by employers was not the top priority but was important enough to elicit numerous comments.

One employer prioritized his thoughts about work as "family, job satisfaction, then money." The perception that money played a prominent role with employers was not evident in the interviews. The employers felt there were more important things about their employment. Greg Province from rural Ontario commented that, "Nowadays, it's not so much the pay, or the amount of pay, but it's having a job." Other comments included the fact that "job satisfaction" was more important and a person should strive to get a job "to enjoy." An employer, with a Master of Business Administration (MBA) degree, remarked that with his education the money would be sufficient so he would, "...look for a job that I enjoy opposed to anything else." Another term that emerged was responsibility. Employers defined responsibility as that which is undertaken by students to "perform to their best possible capabilities." Bob Foulk interpreted responsibility as, "Doing the job because I want to do the job, not because I have to do the job." Another employer stressed the importance of students' being at work on time, and being disciplined on the job. The ability to communicate was a responsibility the student should strive to attain. Cleanliness of the student was important when talking about the appearance on the job. Bob Foulk's comments were similar to others, "...punctuality is a necessity, responsibility is a necessity." These comments were further expanded by an urban employer, "There needs to be a certain amount of discipline in the workplace."

Employers were consistent in their remarks about the student being responsible on the job and felt they should be made aware of the importance of being responsible for their actions.

Teacher Perception

The teachers from both countries gave multiple interpretations of work. The satisfaction factor was present in their comments, as were their views on responsibility and economic advantages. Dorothy Down, an urban teacher from Ontario felt satisfaction was important since, "Work is an extension of yourself. You spend more time in the working day than you do with your family," and she further commented on the monetary rewards, "Of course, we are all going for the almighty dollar." Dorothy's comments were contrasted with another teacher who looked at work from a community perspective when he indicated the tax from people working helps the community to provide, "...roads, garbage collection, street lighting."

The feeling that work should provide satisfaction was emphasized, as was the monetary reward that working brings. An urban school teacher from Ohio indicated that to go on trips, have a home, and a car, "I need money and that I must work in order to get money." The general perception among teachers is that while work should provide a degree of satisfaction it should also allow a reasonable standard of living. Craig Winston from rural Ohio explained that a decent work environment and "a pleasant place to live" were important factors for him.

Teachers felt they had a responsibility to see that their students were afforded the chance to succeed by placing them in a workplace equal to their skills and desires. The opportunity to explore careers was a goal that teachers from both countries had for each student. Tina Skidmore from suburban Ontario explained the teacher's responsibility as getting the students started in the workplace by seeking to provide them "entry level work," and she further indicated the need to practice the "work ethic." The responsibility the students have for the employer is stressed by the teacher as being punctual, showing loyalty, ensuring confidentiality, and giving their best work-effort.

The interpretation of responsibility by an urban school teacher meant that the teacher, "...must ensure the workplace is free of racial and sexual harassment," so that an ongoing learning process can be effective for the student. Caroline Roder from Ohio viewed her responsibility as helping her students become "financially independent" as well as being satisfied in their jobs.

A teacher from Ontario took a differing view of work when she stated,

> Work to me is an isolated term, because there are so many components. Work to me has a negative connotation. Rather than choosing to expound on the word 'work' I choose to expound on the word 'career.' I have a career. I don't go to work everyday.

Work took on distinctive interpretations by teachers with satisfaction, monetary rewards, and responsibility being important characteristics.

Summary

The perception of work took on similar, but somewhat different meanings for each group of participants: teachers, employers, and students. Students felt that work should be enjoyable, even "fun," and responsibility to their employer was important. The image of "fun" in the workplace was interesting since students were looking at work as something that should be enjoyed rather than a necessity at this point in their lives. Students seemed to reflect the image of today's youth from the press that they were more serious about their outlook on jobs, and education. Students indicated they were concerned about their future by the comments dealing with responsibility on their jobs. Employers viewed satisfaction, responsibility, and stress as important characteristics of work, with remuneration mentioned as necessary, but not of utmost importance. The concept of economic gain was relegated to a secondary priority by employers who indicated a strong concern for more intrinsic ideals such as satisfaction and home life. This economic issue might have been a key issue at one point in their life but at this time each one was working and fairly comfortable with their life styles. Teachers appeared to be interpreting for others the feeling about work as they think the people involved with co-op education are looking at it. The good of the community played a role in teachers view of work as did the welfare of the student.

Participants mentioned satisfaction, responsibility, and economics in the interviews while interpreting the terms differently. The common thread among participants appeared to be that satisfaction was an achievement that was being pursued. This satisfaction element was interesting to hear since the general trend in articles published in the press in recent years appear to talk about the materialistic bent of students and workers. There were different interpretations of the word "work" by the various parties. The concept that work would take on more of the dictionary terms did not seem to be indicated in the interviews, instead, the characteristics of work identified by the participants were more comprehensive.

Intrinsic and/or Extrinsic Rewards

Students are rewarded in the form of school credits, or a combination of pay and school credits, for their participation in the co-op education program. In Ontario, the guidelines promulgated by the Ministry Of Education state that students in the co-op program will not receive any monetary compensation. In Ohio, the State Department of Education follows the guidelines of their regulations that indicate students in a cooperative vocational education program will be paid for working.

A distinction should be made at this time that students enrolled in the co-op education program in Ontario are in a career exploration program that enables them to experience all phases of the work placement. This arrangement usually lasts a semester of school, or approximately fifteen weeks. In Ohio the students are placed at worksites where they are gaining experience in the workplace, but are also expected to provide some economic value for the business. This program usually covers at least one school year. Participants in the co-op education program expressed their perceptions of what type of reward students should get for being in the co-op program; pay and/or school credits.

Student Perception

In Ontario and Ohio the students were aware of the guidelines regarding remuneration as indicated by their remarks why they should, or should not, be paid. In Ontario the students felt they were gaining experience at the worksite, and it was an extension of the classroom, so they should not be getting paid. In Ohio the students were also aware of the experience they were gaining but knew they would be receiving at least a percentage of the minimum wage, or a wage comparable to other part-timers. Pat Home, from Ontario remarked, "...we are still learning, I don't think we need to get paid, because it is as if we are going to school, and we never get paid for going to school...." Pat, from an urban school, was supported by students from suburban and rural

Ontario who felt the credit they get for working was a form of reward. Simone Leroy, spoke about credit as pay,

> Since we are getting credits, we are sort of getting paid. Not with money but credits. Of course, I would like to get paid, but I don't think it would be wise to have a co-op program where you get credits and you get paid for it. You know what I mean?

The thought of getting paid for work appealed to some of the Ontario students, but the experience and school credit were more important to them at this point in their life. "This is experience that I am going to use all my life. The money would help a lot...kids would participate, but for the wrong reasons," was the way another student put it. Gaining experience at a job placement without pay had mixed opinions from students in Ohio. Monica Dean, gave a humorous comment,

> As coming to a job with no pay, I don't know. I'd have to like it a lot. If I was an employer and I had someone come in and say, 'I would like to have this kind of training and I don't get paid', I'd be extremely happy. Like, sure, come on in, do you have any friends?

Other students in Ohio expressed a willingness to participate in a co-op program, without pay, for the experience. This testimonial was tempered with restrictions as to how much time they would spend with a company, for example, a few hours a week, if no monetary compensation was forthcoming. The Ohio students reflected their concept of work as being paid while the Ontario student looked at the experience gained as compensation. The reflections of both groups of students were indicative of the rules and regulations that addressed the subject of pay.

Employer Perception

The perception of students receiving monetary compensation for work was reasonably consistent among employers from both countries. The comments reflected the regulations for co-op programs in the respective countries: credit but no pay in Ontario, and pay and credit in Ohio. The subject of pay was viewed as a reward for students in Ohio while in Ontario school credit was the important element.

Alexandra Perot from Ontario spoke about students getting pay and credits,

> I think everybody should be paid, but since they [the student and school] are looking at it as either money or credits, and the student wants the credit, then I would say no to pay. The student would rather have the knowledge, so in this case that means more than money to her/him.

This sentiment was mentioned in interviewing employers in Ontario with one employer expanding further by mentioning that a "co-op student costs more than the benefits." Another employer, Nick Erikson, from rural Ontario commented that, "We might have a problem with paying students. There are Union concerns as well as budget restraints."

In Ohio the feeling was that work should be rewarded with pay as one person commented, "If you don't give them a reward, it wouldn't work." Another employer looked upon pay as helping a student understand the business world, "...they are looking at studying the business world and money is part of it." Still another employer saw credit and pay going hand-in-hand as she mentioned, "...credit and experience are great, but everyone who is in a job gets experience anyway and should be paid...."

The feeling in Ontario and Ohio was that the employer was helping the community. "It gives us, the employer, the opportunity to feel we are giving something back to the community," was the way one employer described his participation in the co-op program. This community spirit was echoed by other employers. The hint that employers were prospering from the local community and felt an obligation to participate with the schools was indicated in both countries.

A concern in Ohio was whether companies could allow students to work without pay because of liabilities that might result from injuries or lawsuits since employees are provided insurance coverage by the employer. This issue was addressed in Ontario through the school boards who covered their students for any injuries on the job.

Teacher Perception

There were not many comments on students working for pay and/or school credits, but the perceptions of Tina Skidmore represented the overall views of the Ontario teachers when she remarked,

> I do not use the word "work" and "job" because that is not what the students are doing. They are

> taking a course outside the school. We do not pay them to take a science course. They are taking a course with guidelines, objectives, and tasks, but the classroom is the community at large. So that is how it is presented to the students and that is how it is accepted.

The teachers in Ontario were insistent on creating an understanding that students should not be paid for a school related subject, and were determined to stay within the guidelines of the Ministry of Education.

The Ohio teachers, working under their guidelines that stressed students would be paid, were reflected in Caroline Roder's comment: "I really do feel they should get paid. The reason is that the kids are really given much responsibility. As soon as they graduate, they are usually promoted into a job two grades above what they had."

Summary

The difference in the remarks from Ohio and Ontario centered on the participants' interpreting and implementing the guidelines promulgated by the respective education authorities. The cooperative education programs were set up to allow students to pursue their career choices, receive pay and credits, or no pay but credits for working, continue at that worksite after graduation, or embark on further schooling. The work experience received at their particular workstations provided them with exploration of a particular career and also gave them the ambience of the adult world.

The thought of payment was prevalent in both countries, with students in Ohio receiving immediate economic gain, and in Ontario this economic gain was delayed until after high school. The concept of students working for no-pay was accepted by students in Ontario as a continuation of their schoolroom, as it was by the teachers and the employers. It was interesting to note that in Ontario some employers provided the students with an in-depth look at the business while in other cases students were working along side regular employees as their counterparts in Ohio were doing. The work output the student in a court system was doing was attested to when an employer mentioned, "The co-op student does just as much as a [paid] clerk would do...."

Employers in Ontario strove to provide varied jobs but in some businesses diversity wasn't possible, so employers were glad to have that extra person to complete some projects that might not be done without the co-op student. Philip Claude, from an urban setting in Ontario commented that the student is welcomed by his employees because, "it basically frees up a little bit of their time [employees] to do more selling." The student was also getting practical experience.

In Ohio students were sometimes doing similar work as their Ontario counterparts but were getting paid. The fact that students were getting paid in Ohio and not paid in Ontario reflected not only the differences in the regulatory documents but also the philosophy peculiar to the country. Students, employers, and teachers in Ontario were of the opinion that because students were still in school, might possibly take the job of a full time paid person, and required supervision the idea of pay should not be considered. In Ohio the pay issue was considered by all participants as a natural part of the program, and had been in effect since its inception, so that the thought of not paying a student for work was moot.

The issue of pay/no-pay drew comments from each country on the merits of monetary rewards. In Ontario the students were viewing their jobs as linked to the classroom and didn't expect to be paid. Employers in Ontario were looking at the student as an additional employee that could contribute to the business, but also requiring more attention. In Ohio the students, although still linked to the school through the co-op program, sometimes viewed their paid jobs as separate from their classroom. Ohio employers also required the students to perform as any other part-time/full-time employee. The pay issue determined the amount of time spent showing a co-op student all aspects of the business: students being paid were expected to be productive for the business while students receiving no-pay were able to explore more aspects of the business.

Curriculum

McCutcheon (1982) described curriculum as, " ...what students have an opportunity to learn in school, through both hidden and overt curriculum, and what they do not have an opportunity to learn because certain matters were not included in the curriculum, referred to by Eisner (1979, p.83) as the 'null curriculum'." This definition also extends to the co-op students on-the-job experiences. The explicit cooperative education curriculum includes instruction and interaction in the classroom as well as on-the-job. The descriptions of events taking place in the classroom, and in the workplace, drew various interpretations by students, with some similarities noted in both countries. Employers expressed their impressions and explained how students interacted on-the-job. Teachers worked closely with employers to ensure rules and regulations were complied with according to administrative guidelines.

Student Perception

Students from Ontario and Ohio felt the classroom experience definitely helped them in their preparation to enter the work world. In Ontario Josette Richard explained students spend classroom time before reporting to work to "do our resume, our cover letter, and ask them [employers] for work." She also stated that mock interviews are conducted and appropriate attire and work ethics are discussed. Similar topics are covered in Ohio classes during the first few weeks. Vicki Peoples from an urban school in Ohio mentioned some early subjects covered included safety on the job, the way students should dress, and interviewing techniques.

A difference between Ontario and Ohio students in starting time on-the-job was noted. Ohio students might have been employed before the school year started, reported to work on the first day of school, or were in school for a period of time before placement. The starting time of employment for Ohio students was predicated on students' readiness to begin a job, or the timing of an employer to provide a job opening. In Ontario students spent two to three weeks in school before reporting to their job placement. Ontario Ministry of Education regulations suggest starting times consistent with preliminary classroom training.

A topic in the curriculum that many students mentioned as relevant to them related to sexual harassment. Ohio students indicated they received instruction in the class, as well as on-the-job, on sexual harassment. "My teacher told us about it, and when I first got there [at work] my supervisor said it was a big issue there because something just happened about it," was how Connie Russ from an urban school described her involvement with the sexual harassment issue. A student, Peter Dufresne, from an urban school in Ontario commented that the topic of sexual harassment was important and he felt more comfortable talking about it now, as he remarked:

> We had a very extensive portfolio on sexual harassment. We had a public speaker come in.

> We...had a scandal with a diplomat in Washington and he was accused of sexual harassment. It was in the papers, so we were able to sit down and talk about it...so if it does happen, or even if we think it's happening, we can call our teacher. We know she is only a phone call away and we know what the guidelines are. She [teacher] made me feel comfortable

The awareness of the current trend in our society involving violence was corroborated when a student from an urban Ontario school mentioned his class was shown some basic techniques of jujitsu. He felt this class on self-defense was "innovative" since it taught some basic techniques, and if the students were ever in a situation where they needed to use it, "we have some preparedness." This particular topic was peculiar to that one school. An interpretation of these comments points to a relevancy of the topics in the curriculum dealing with current issues that teachers and employers perceived as significant in today's social climate.

Students from both countries felt safety orientation was something they could use on their jobs. Peggy Paris, from a suburban school in Ohio, observed that in her job in an auto parts store the safety lessons learned in the classroom complemented the safety rules given on the job. Some students indicated they were given in-depth coverage while others felt they were given only safety tips. In Ontario, Margaret Bizet, from a suburban school mentioned receiving some safety training at school and also on-the-job at her dental placement where, "We have to wear gloves in case I have a cut or something so I don't get somebody else's blood." The students were safety conscious, and the degree of training they felt should be received was relevant to their job placements. As an example, a student from urban Ohio, Peter Hunter whose job station is in an office with a government agency indicated that he received no safety training on-the-job and felt he didn't need any for the type of work he was doing. On the other hand, in Ontario a student working in an automobile agency as a mechanic received in-depth safety training and was mindful of the relevancy to practice safety procedures.

Students agreed that the skills and knowledge learned in the classroom could be applied on their jobs. In the Ohio schools visited, where the curriculum in the classroom is subject-based, and in the Ontario schools visited, where reflective learning is employed, students commented on the merits and weaknesses of their curriculums.

In Ohio, students mentioned that subjects covered in the classroom could be used at their work station on a continuing basis. Glenn Sears felt what he was learning in class was useful in his job when he noted: "I take a lot of what I learn here [class] to the work place." A further bit of insight was offered by another student from Glenn's school when she said, "Dealing with customers, customer service, I can take that back to work with me." Corresponding comments included: "you learn so much in that class," that "it just kind of speeds it [experience] along a little bit. It's just not limited to school and school activities. You use it everyday."

Students in Ohio generally felt their content oriented classes helped them at their jobs, although one student perceived his class subjects as too general, "...too broad. They could be better if they trained about specific things." Another student indicated that her curriculum included learning how to operate a calculator, but, "Just using that calculator [on the job], you don't really have to know much to do what I have to do."

Some students in Ohio felt the skills they received at school prepared them for more meaningful jobs than they were given at work. Alena Booker observed that, "They [employers] don't realize how much that we are really learning in the classroom because when we go on our job they tend to shy away from other jobs because they don't think that we can do them."

In Ontario, the time students spent in their reflective learning class, the class designated by the Ministry of Education as the in-school element of co-op education, was meaningful to them. Cilette Roman felt it was important to discuss experiences about job placements with other students in the class, "I like to come back once a week. It's kind of reassuring knowing that you can tell someone that everything is going good, or if there is problem, to figure it out." The curriculum in the reflective learning class dealt with students sharing experiences at different job stations so that all students could gain an insight into different careers, and discussing school projects completed outside the classroom. Other comments included: "I think the most important part of the co-op class is the discussions you have with other students about how they are doing and what they are doing," and "I like to come in, tell them what I am doing and then I always want to go back to my placement."

The reflective learning class, usually meeting on a weekly basis, gave the students a chance to come back to school and visit with their friends as well as discuss job related issues. Some students felt it should be more structured as Anita Brady commented, "I believe it should be more organized, not a full day, but organized...and there should be some work to do in there," while another student reflected, "I think you learn a little bit in the classroom, but actually, once you are out in your placement I think you learn a lot more." The prevalent feeling was that reflective learning was important and the opportunity to discuss jobs with peers helped everyone in surveying careers.

Students in both countries believed that lessons mastered in the classroom were helpful for adapting to their work world. They indicated a feeling of confidence when they were at work. The opportunity to discuss their job situation at school with a peer was a positive learning experience.

The topics discussed in the classroom in Ontario and Ohio preparing the students for the transition to work were similar in content. However, the skills taught in the classroom differed since the Ohio students received specific job related skills and in Ontario a curriculum relevant to many types of jobs was in use. The curriculum on the job ranged from skills training in specific jobs in Ohio to exploring all facets of a business in Ontario.

Employer Perception

Employers from both countries assumed the types of work sites the students were placed related to the curriculum students followed in their respective schools. Conversely, some employers indicated they were not sure of what students were learning in the classroom. Nancy Bert, supervisor in a nursing home in Ontario stated, "I would like to go to the school and see what the course outline is and what they [students] actually do in the schoolroom. I would like to know what is covered in school and how I can tie that in and expand upon that." Employers were interested in knowing what students were learning in the classroom so they could continue this training in related on-the-job tasks. The notion that classroom and on-the-job training should be linked was important to some employers. This was corroborated by an employer who added, "that knowing what they learn in the class would help me to teach them at work." The above comments were indicative of how employers wanted to participate with the school.

In collaboration with the employer, coordinating teachers prepared specific training plans so that students would acquire training peculiar to the worksite. The training plans were mandated by regulations of both countries educational agencies. The training plans reflected specific tasks that pertained to that particular job with common skills such as human relations, communications, and safety as part of the curriculum. Employers indicated that the training plans assisted them in providing the appropriate training for the student. Some employers were very conscious of the need for detailed plans. Roger Baudoin, a dentist from Ontario indicated he spent several sessions perfecting a training plan for his student. He wanted his employee to be exposed to all different phases in the office so his training plan included scheduling, recording on charts, as well as the hands on experiences in the laboratory. Roger offered his students the opportunity to explore all areas of his business, "so that they could decide if this career was really for them." The opportunity to be exposed to all aspects of the business and do the jobs characteristic of that business was a goal that employers strove for in Ontario.

The employers in Ohio employed the students usually for a particular job, with the opportunity for the students to be exposed to all aspects of the business depending on the size of the business and/or company policy. As an example, if the workstation were a retail business the student might have the chance to be involved in many facets of the business. An employer operating a car wash in a rural school district tries to include his student in the overall operation through "inventories, customer relations, and controlling the personnel problems." Conversely, if the workstation were in a large company, or governmental agency, the student might be assigned a specific job for the complete school year. The possibility of promotion during the school year would then allow the student to become familiar in other areas of the company. Jay Custer, an employer from a government agency in an urban area in Ohio, would like to see students moving among different departments, "every two to three months to learn something new" but he tempered his remarks by indicating that would have to be coordinated through the personnel office and sometimes it is difficult to achieve. He felt this would keep the student motivated since the prospect of working in a different department and wondering "what will my former supervisor say about me" would be challenging.

The curriculum on the job was monitored closely by the supervisor of the student, with assistance from the cooperating teacher, and utilizing the training plan. As part of the employer responsibility a written, periodic evaluation of the student was performed by the supervisor.

Employers felt this evaluation was a good tool to show the students how well they were performing. In relation to the evaluations of the students, the employers felt it would be a good idea for students to observe and evaluate the employers. These evaluations of the employers would be another step in their on-the-job training as the students would have to understand the worksite as well as human relation skills to participate in this activity. Mr. Erikson, wanted to know how he was doing as an employer: "Am I too strict, too structured, possibly an assessment of what I am doing in the way of providing training"? Another employer, Sharon Stevens, a bank manager from Ohio similarly said, "I would love for the person [student] to evaluate the manager to know if the objectives are being met that the school is setting out." Another employer wanted to know, "if there is something that I need to improve then I would like to know." The employers were just as concerned in finding out how they performed, in the eyes of the students, as providing feedback to the students on how well they were performing.

Employers indicated that full time employees were also willing to assist the student to ensure a successful experience. Celine Hammer, in charge of a travel agency remarked about her student, "If there are any problems whatsoever, she can go to any of the other counselors [employees] and they would help her." This comment was repeated by other employers indicating a concern for the student to learn and be successful. The curriculum on-the-job appeared to be structured as outlined in the training plan but the actual hands-on experiences were passed on by the other employees eager to share their skills and knowledge.

An employer in Ohio expressed her awareness of the classroom training by commenting on first impressions at the interview, and how she observed how prepared the students were with detailed resumes, proper posture, and appropriate eye contact. "We know in the interview whether they really had a good sound teaching," commented Martha Taylor. This comment was substantiated by another employer who said, "I think they [the co-op students] are more aware of the business aspect of the job," as she spoke about interviewing these students.

Teacher Perception

There were different guidelines for teachers in Ontario and Ohio dealing with curriculum. Teachers in both countries included in their curriculum some standard skills necessary for job placement. Such areas as resume writing, preparing for interviews, human relations on the job, and work ethic skills, like being at work when scheduled and being on time, were stressed. One teacher stated that by the time a student has been exposed to classroom and on-the-job training, "He/she is on the right track to the proper employability skills needed to secure employment."

The classroom curriculum in Ohio, being subject-based, allowed students to sharpen their skills in specific areas. For example, if the student were in the cooperative marketing education program the skills peculiar to that job would be studied in the classroom on a daily basis, usually for a period or, in some schools, two periods. These tasks would then be continued on-the-job for practical experience. In Ontario students were assigned to a career they were interested in exploring. The training plans in both countries reflected the tasks that would be learned on-the-job. Teachers in both countries were zeroing in their curriculum at entry level jobs.

Summary

The curriculum in the classroom and at the worksite was regulated by specific guidelines and closely monitored by the teacher. Through the coordination efforts of the teacher and the employer a training plan for on-the-job tasks is prepared and used during the student's training. The training plan is reviewed for compliance on each visit to the worksite by the teacher. The students, as well as the employers, felt it would help if employers knew what subjects were covered in the classroom. This would help the employers assign tasks closely related to the in-school curriculum. An orientation meeting was suggested for employers at the beginning of the school year, or semester, to assist employers in understanding the goals of the program.

The evaluation of the student was considered essential in assisting the student in progressing satisfactorily. Similarly, there was a feeling among employers, and some students, that an evaluation should be given on the employers by the students. The employers wanted to know how they were doing in providing training and supervision to the students. The employers indicated that if they were evaluated it would help them improve their training programs and get feedback on how students view the workplace. The employers looked upon the training they provided the students as a help in either career exploration or the necessary skills to continue in their present jobs.

Teachers felt the relationship between business and education was positive and the curriculum in the class and at the job site was linked through the use of the training plan.

Cooperative Education Perceptions and Benefits

Categories that all participants undertook to discuss were their perceptions of the cooperative education program experience and the benefits realized. The different impressions held by students, employers, and teachers appeared to be indicative of the educational guidelines under which they were working. Students from each country spoke of their perceptions and the benefits that had particular meaning to each one's cooperative education program. Employers expressed the feelings that both parties, students and employers, were benefiting almost equally, although there were exceptions as noted under employer perception. Teachers perceived the co-op program as beneficial to both the school and the community, with the student as the ultimate winner.

Student Perception

One of the comments that was evident in talking to students was that the cooperative education program provided a sense of responsibility that the students felt was not present before they started the program. One student remarked, "My parents think it's good; they said I grew up a lot. They said that this is a lot of responsibility." This perception of becoming responsible employees became apparent in each interview as students explained how the program helped them realize the working world is a lot different from the school environment.

The benefit of finding out what work entails, while still in high school, was important. Don Pochet from Ohio thought a benefit of the co-op program was, "...just learning more and finding out what it is like in the work world." Students mentioned that having the chance to work in a business gave them an appreciation of what goes on in the world outside the school walls. This was important to students who felt they had the chance to try out jobs in a career field, while having the security of the school to assist them in adjusting to the "adult world" as one student visions it.

A benefit that stood out dramatically was the use of the job placement to ascertain if this was a career pattern that the student was interested in pursuing. A student from Ontario planning on higher education indicated the opportunity to "try out" a job while still in high school should help her make decisions as to what types of subjects to study at university. A student from Ohio said that "...everything I have learned in class, and on-the-job is a foundation for all my college work." The job placement provided insight whether a particular career should be pursued or not according to the individual's desires and aptitudes. The student observed that without the co-op program she might spend four years at a university, with accompanying costs, and then find out that particular career was not the right one.

Kristina Moncton from rural Ontario explained how she felt the student benefited:

> I think it gives students a realistic look at whatever it is they are choosing to do later on. I personally think that it is really a good idea. If a student that has been set on becoming a lawyer her/his whole life...tries it out may actually find that he/she hates it. It is a lot better to find out now [in high school] than after years of schooling. It just gives a person an insight on what it is he/she has chosen.

- The perception that the co-op program was an intermediary that helped young people know which direction they would take after school was often mentioned. A student from rural Ohio said confidently, "It's to help us understand exactly what other people are going through in managing, marketing, and different things." The idea, that by being in the cooperative education program, a student would gain knowledge in "that world outside of school," was how one student put it.

The opportunity to work with diverse kinds of people was an advantage for the co-op student. This advantage helped the student see how important it is to understand people.

Students expressed the stressful conditions under which they had to work when people were angry with them, or how pleasant it was when people were agreeable. The students thought it was an experience that would help them grow tolerant of people and perceived this to be a favorable feature of the co-op program. Ruth Charon, from rural Ohio, who enjoyed working with older people mentioned, "There might be older people when you go a step higher into your real job, and you will know how to get along with them." A student from Ontario mentioned that she thought "adults did not understand teen-agers" but when she started working this turned out to be a myth. The opportunity to meet and work with adults was mentioned as a benefit that was important in making the transition from school to work much smoother. Students mentioned they were shy when they first worked with adults, and hesitant to ask questions, but that was soon overcome as they became comfortable in the workplace. The advanced maturity level of the students was mentioned as a positive trait since they were now socializing and mingling with older employees.

Students also mentioned personal benefits they acquired by being in the co-op program such as increased self-esteem, becoming better communicators, able to handle stress, becoming more mature, and developing organizational skills. "Ever since I have started working in the sales environment, I have become a better speaker. It has helped me build my self-esteem even more," was how one student put it. Another student said it has shown him "the stages and levels" that must be completed to get things done. Still, another mentioned working in a bank and handling other people's money was stressful, "but you learned how to handle that stress."

The task of balancing school and work was perceived by some students as a challenge that they had to deal with on a continuing basis. This balancing act was not always a positive experience as one young lady noted her grades went down when she started working. Connie Russ, from Ohio stated, "I had a 3.1 Grade Point Average (GPA) before I started working as a cooperative education student, and it has gone down to a 2.7 GPA." Connie mentioned she comes home from work and goes to sleep and then hurries to do her homework in class. She felt that if she didn't work she would have more time to study. She did not perceive this as a problem, just an observation. Other students did not see their jobs interfering with their grades but commented that a balance between work and school was an area to watch so that not too many hours were spent on the job.

A benefit that some students from Ohio spoke about dealt with them getting paid for their co-op job as evidenced when Peter Hunter said, "Right now it teaches me to be independent workwise, and making my own money and really making my own decisions." Other classmates working at a paid job looked at the money as assisting them to set up a saving plan to help them pay tuition for further education. Another student from Ohio felt that his benefit was, "having an opportunity to learn about the work world, earn a paycheck, and learn about taxes."

Students from both countries said they benefited from preparing resumes and acquiring interviewing skills in the classroom and using them in the workplace. Students felt that their co-op experience on a resume would "get them in the door" for an interview and possible employment ahead of other students who did not have this experience. Further, some students thought an advantage was the chance to work for the business that presently employed them after graduation, or while they were seeking further education. The students felt the employers would hire them over people who just came in off the street since student's work habits, and training for the job, was known to the employers. The rationale was that the company would save the cost of having to train a new employee.

A common perception among students was that the co-op education program was not widely known. While students felt some of their employers were knowledgeable about the co-op program, others thought their employers were not fully aware of it. This lack of awareness of the co-op program extended into the community where students felt the positive things that the co-op program delivers should be made known. The notion that more use of the local media for publicity about the co-op program would be helpful for future recruitment was proffered. In rural Ohio, the co-op education program at the James Madison Senior High School linked up with the local television station to obtain air time and discuss their involvement in the community. The co-op students produced a video tape about the effects of drinking and driving which the television station showed to the community.

The feeling among students from both countries was that because cooperative education is a unique program, more publicity should be presented to the media to inform the community about what is happening in the schools.

Employer Perception

The concept that cooperative education is a program that will help students gain experience in a real world setting was a positive benefit employers saw for students. Their experience could be entered on their resume, and along with the letters of reference they receive, would be beneficial for job hunting; or if they continue on for further education, it could be useful for gaining entrance to certain schools. Martha Taylor from an urban Ohio school district explained, "If they go somewhere else, we have given them some background. Something they can use and say, 'I've done this, I've organized documents, I've used a data entry'...." In rural Ontario, Dan Furber saw the benefit to the student when he commented:

> I see a benefit, maybe the greatest benefit being they are exposed to the workplace. Their eyes are opened. They work with adults and are exposed to a different workplace. They are made aware of the

> politics of the workforce. So these would be the benefits I see the student enjoying.

The benefit for the employer is observing the student at work and evaluating that student as a possible full-time employee. An employer in rural Ontario said, "If a position were to open up, I could see us taking Debbie over anybody else...we know how she works, and we know her abilities." Similarly, an urban Ohio employer explained, "When they graduate and if they choose to stay with me...I make them full-time employees." The idea that the employer benefits by helping students was testified to by Philip Claude of urban Ontario when he commented, "Further, it's also neat to be involved in the education of people who are going to be running the country in the years to come as well."

The opportunity for co-op students being part of the business gave employers the chance to train them and enabled the student to see what goes on in the business world.

Gwen Bell of suburban Ohio had this to say about how she perceived the co-op program:

> The schools offer programs where students can continue their basic education in school and perfect certain knowledge levels that they need to

> graduate. [Also] place the student in the workplace so that they can acquire skills and make them more marketable when they leave school, if they do not go on to further education. It also provides them with income to get a higher level of education, if the students so desire.

Employers from both countries remarked that skills learned on-the-job were not only important for their present job but would carry over to other aspects of their lives and jobs in later years. The suggestion that students should "look ahead" and acquire as many skills as possible, through the co-op education program while they are still in school, was a subject that employers emphasized. The co-op education program was perceived as an excellent program and employers mentioned the cooperation between the business and the school, through the co-op teacher, made it a workable program.

In Ontario, one employer expressed her perception of the co-op program as allowing the student to explore a particular career while enjoying the security of the classroom. Employers felt the student working for a grade, as well as having the teacher coordinating with the employer, was a positive influence. David Irvin, from urban Ontario mentioned the close connection between business and education, as he suggested, "I guess it sort of depends on who their teacher is. Some teachers stay quite closely in contact with both of us [student and employer]." The co-op teacher in Ontario and Ohio was perceived by employers as having a strong influence on how the student was performing at her/his work placement. The teacher who was in contact with the employer on a continuing basis, and who was visible at the job site, was viewed by the employer as delivering a message that the student was seen as an important person to the school and the workplace. Richard Lentz of suburban Ohio remarked, "I have more leverage with a co-op student because if she/he is not meeting expectations you can call the co-op instructor and have him talk to the student." Assessing the co-op program through his cooperation with the school teacher, Bob Foulk of Ontario mentioned, "I like the way they follow-up. I like the way they supervise their students." The willingness of employers to talk about the co-op program indicated the acceptance of the program by businesses. Philip Claude of Ontario described it as "one of the better things that I've seen in the school system, in the education system."

Employers were complimentary of the co-op education students when they described the caliber of employees in their businesses. Co-op students were represented as more outgoing than an employee who was not in the co-op program. "We have better luck with the co-op students," was how one employer described his feeling. Mark Risk from urban Ontario, continued, "...we had a couple of odd cases we had to send back. But, nine out of ten have been really good students, so I just keep going with them." Another employer indicated he would work with any problem student to help him/her achieve success rather than dismissing the student. The idea of trying to save the student indicated the strong relationship the employer felt with the school where the teacher also became involved. The efforts that co-op students put forth were contrasted with other employees, and the co-op students were perceived as being more productive. An employer found beginning students a little shy at first. He felt that as they started to socialize at coffee breaks and talk about things they are doing outside of school they began to open up and asked more questions than other employees of similar age and experience. He thought they might be taught in the classroom that while at work "observe, sit back and then start to ask questions."

One employer in rural Ontario, Greg Province, mentioned his apprehension that the students he was getting might be a "little too young" for the types of jobs he had but he said, "I am slowly changing over and feeling that probably the age that they are coming in is probably about right." This remark was reinforced by an employer in Ohio who explained that she liked the older employees because they tend to be more dependable, but there is more flexibility with the students. The opinion that a younger employee brings fresh ideas and a certain eagerness to learn was expressed by other employers. An employer perceived the co-op student as asking the "why" and "what" of a task whereas another employee might just do it with no questions asked. "The co-op student wants to know why she is doing what she is doing," was how Melinda Perry of suburban Ohio described her co-op student.

In Ontario the employers saw themselves helping in the community by giving co-op students a chance to explore a career. "I think it is something that is owed to the community by business," was the way Mr. Pegabo described his involvement. He further commented that co-op students cost him money as he told how a certain amount of time from each day must be spent with the students, "...to instruct them, to talk to them, to supervise them." He related this time as a cost to him. He conceded that he also gets some valuable work, though low value at times. He was quick to add that he has been impressed with the high caliber of co-op students.

Another employer, Tom Goldman of suburban Ontario indicated that he has two co-op students each year, and they are very important to his business. He stated that, "The co-op students have been very helpful and the staff enjoys and certainly appreciates the work of the co-op students. The students enjoy what they are doing and the opportunity to gain experience." The perception was the chance to help the student explore a career while getting something in return -- work, was beneficial to both parties.

In Ohio the employers viewed the co-op program as an opportunity for students to acquire more on-the-job skills through using the subjects studied in the classroom. One employer thought co-op students would likely get a job quicker after graduation, because of the skills they have, should they decide not to take further education. Mrs. Bell stated, "It also provides them with income to get a higher level of education if the student so desires." The idea that students need to perform on the same level as other employees of similar experience was essential to earn money for the business. Employers in Ohio expressed concern that students were not always able to move among the different departments of a business to see the "big picture" since they were assigned specific jobs to accomplish. The amount of time an employer in Ohio could spend teaching a co-op student was diminished by the necessity of getting a job done and being as productive as other paid employees.

Teacher Perception

Co-op education is the "best program in the school," was the way one co-op teacher in Ontario described it. The teachers in Ontario believed that all students should have a chance to take cooperative education in high school. In Ohio the co-op program was similarly perceived with the exception that the programs were limited to a specific number of students dependent on assigned co-op teachers. In Ontario teachers from academic subjects could be assigned co-op program duties if a large number of students enrolled.

How did the co-op education teachers perceive their role? They perceived their role to be a marketer, a counselor, a public relations person in the community, and a professional who works closely with other teachers and administrators in the school. As a marketer, in order to get interested students in the school, they had to promote their program. They saw their role as a counselor of utmost importance since making sure the student had a positive experience with the least amount of stress was paramount. In their role as public relations people they perceived themselves as the link between the school and the community. The co-op teachers were the only persons businesspeople might see from the school. The knack to get and maintain quality jobs depended upon how well they could relate to employers. The liaison between members of their school was necessary to represent the co-op program in a positive vein. The accountability issue was important so that administrators were aware of their activities in the community. Teachers left the school each day to work with employers in the community and as one teacher commented, "If I am supposed to teach three classes, two are co-op, and one in-class and they see me running out of the building and things like that, it causes problems, thus accountability is important."

The chance to increase learning opportunity was how one teacher perceived co-op education. Craig Winston suggested that, "They can really expand their horizons and set some wonderful goals." Another teacher saw co-op education as the chance to do some networking, making contacts with other people in the community to, "...set yourself up for both social contacts and future jobs."

Benefits derived from the co-op program were perceived by the teachers as helping the school, the community, and the student. John Butler from rural Ontario emphasized how *p+6Xthe school benefits by "having employers come into the school to be guest speakers, meet with young people, and have the young people in the school get to know them." Caroline Roder from Ohio had a different idea how the school benefits. "I think it benefits the school because so many times we push students into college prep that should not be pushed into college prep for many reasons." The presence of a co-op program gave students another option. The impression that co-op programs help the school was further explained by a teacher whose program is prominent in the community. "I think that [involvement] translates into support for all kinds of school activities, levies, and participating in advisory committees."

Teachers also felt that the community benefits by businesses staying in tune with the young people they employ. It gives employers a chance to see what type of future employees they can expect from the educational system. Business also benefits by having a part-time worker who can work flexible hours.

The student benefits, both in Ontario and Ohio, by being exposed to the work world. A teacher commented, "...a local high school is limited as to the types of equipment and machinery that the kids come in contact with...at work they get to work on the most up-to-date equipment." Another teacher felt that the jobs students get through the co-op program "is better than what they would get walking off the street."

John Butler, from rural Ontario summed it up for the teachers when he said his perception of the co-op program is, "Simply the fact that we are looking out for the best interests of the students."

Summary

Benefits were perceived by each group of participants; students, employers, and teachers in a variety of ways, but the emphasis appeared to be how the student benefited. There seemed to be agreement that the co-op program was a valuable source of future employees.

Students looked at their placements as either "stepping stones" for full time employment after graduation from high school, or even after completing university. The students saw the program as providing them the opportunity to work with adults.

Employers saw the opportunity to train students while getting some return on their investment. The employers looked upon the program as an excellent channel to work with the schools and prepare students for future jobs. These jobs could come after high school, or after higher education. The perception was that the employers were helping the community by their participation. Teachers felt an obligation to the students to prepare them for their future careers. Teachers saw benefits for the school, the community, and the student. The opportunity to work with the community, and get quality jobs for their students, was a positive perception.

CHAPTER VI

DISCUSSION, OBSERVATIONS, AND RECOMMENDATIONS

Discussion

This study concludes with a retrospective view of the purpose of the study which was to explore the cooperative education program from the perception of personnel involved in delivering these programs in Ontario and Ohio: teachers, students, and employers. To gain a practical perspective it was necessary to look at each country's co-op education programs in detail.

When questioned about co-op education the participants were not hesitant to give me their comments. The question of work elicited much thought on the part of the participants and the answers were indicative of the in-depth thought process employed by those interviewed.

This study encompassed three sites in Ontario and three sites in Ohio as described in Chapter IV. To ensure an orderly and systematic investigation at these six schools required full cooperation from the staff at each site. This cooperation was a crucial element for me since the total mileage that I would be covering would be approximately 4000 miles for the research and 1500 miles to make arrangements for the visits. The actual time spent away from home was a total of twenty-four days spread out over three months. If there had been delays, or non-productive intervals, my time line to complete the research would have been slowed and would possibly have had a negative effect on the collection of the data; no delays occurred due to the cooperation of all parties involved at each site.

The professionalism of the teachers interviewed, as well as students and employers, allowed the study to proceed in a smooth fashion. The willingness of the interviewees to take time away from their busy schedules to accommodate my visit was commendable. The teachers had arranged my schedule prior to my arrival to assure maximum participation in the minimum amount of time.

The results of this study focus attention on how cooperative education was perceived by students, teachers, and employers as the vehicle to bring both work and education into a meaningful perspective. The study delved into each participant's thoughts on co-op education through in-depth interviews, while looking at documents and additional sources to gain an understanding of the cooperative education role.

The first five chapters dealt with rationality and analyses for the study. Chapter One gave the purpose for the study; chapter Two related to the literature dealing with cooperative education and work; chapter Three detailed how the study was conducted; chapter Four provided a detailed description of the setting for each of the sites visited; and chapter Five described the analyses of the data.

This chapter will present observations pertaining to the meaning of the data collected and conclusions will be cited. The intent was to document phenomena that happened at a particular site within a particular time frame. The results and conclusions of the data analyzed cannot be generalized to all programs in Ontario or in Ohio. Readers may find some aspects of the study that have implications for their program or another program in Ontario or Ohio. The expectations are that this study will serve to open up new avenues of research for further knowledge about the cooperative education program in general.

I have endeavored to interpret data collected, through my own eyes, through observations, and through interviews. The evaluation of the data reflects how the participants perceived cooperative education at the time of the interview.

Observations

The sixty-six interviews that were transcribed and then analyzed for recurrent themes were further broken down into a number of categories. These categories were then collapsed further into more manageable groupings. What emerged were four distinct categories as reported in Chapter V and an analysis made on each category.

Meaning and Characteristics of Work

In general, students, teachers, and employers commented that they hadn't thought much about the meaning of work and this question solicited some insightful and unexpected remarks.

It was assumed that when questioned about perceptions of work the participants would give closer to the dictionary meaning such as labor, tasks performed, and one's livelihood. However, what emerged from the interviews were participants' concern with being satisfied in what they were doing, with responsible behavior, and accomplishment, as important characteristics. This was interpreted by me that in order to enjoy life and maintain a reasonable life style one must be engaged in meaningful work and perceive work as enjoyable.

Students and employers both mentioned "fun' in the context of working, but within different parameters. Students wanted their work place to be a place where they could go and enjoy themselves, while still producing in whatever their work required. This idea of fun indicated to me that while the student knew that working in the adult world was stereotyped as being serious, they wanted to bring a cheerful mood into the workplace. The employer on the other hand talked about "fun" from the student's viewpoint as meaning that the students should take an interest in their jobs and learn all they can about the workplace, but also be able to enjoy themselves on the job. This enjoyment factor was meant to create a pleasant place to work and thus would be fun for the student to be there.

Teachers thought about work a little differently than did the students or employers, but satisfaction was their chief concern. The differences in meaning for each participant appeared to be in degree of each group's interpretation of responsibility. All participants agreed upon satisfaction as a top priority, while compensation was a tertiary consideration.

Intrinsic and/or Extrinsic Reward

Students in Ontario and Ohio viewed rewards on-the-job differently. Compensation in the form of pay and/or school credits was a consideration. There was a difference in priority by students as to what they viewed as appropriate rewards for being part of the workplace.

In Ontario, while some students felt they would like to be paid for their participation in a work setting, the majority indicated they were in the co-op program for the exploration of a career. In Ohio there were some students, a small minority, who indicated they would consider exploring careers for school credits only, but their involvement at the workplace would be limited. This difference in how students viewed the co-op program indicated a different cultural environment between the two countries. The cultural makeup in Ontario appeared to hinge more on students thinking along the lines of what is out in the real world to explore for future considerations, and compensation will be thought about when schooling is completed. The cultural makeup in Ohio appeared to be, in regards to remuneration, the desire to begin work for pay while in school, with expectations of having a job leading to a career if further schooling was not contemplated. Both groups of students were receiving school credits toward their diploma for their co-op participation.

Employers in Ontario and Ohio, while feeling they had an obligation to assist schools in training students, also indicated that some sort of compensation was desirable. In Ohio this compensation was mandated and employers felt it was important for students to be paid for their participation. In Ontario some employers believed that if they had to pay a student they might not be able to budget this expense and participate in the program. Other employers indicated students were getting school credits and they looked upon that as proper compensation. I felt that, once again, the regulations dealing with compensation for students directed the train of thought for the employers.

Teachers from both countries wanted their students to gain experience in their particular workstations and were divided on the issue of compensation. Ontario teachers viewed their co-op programs as an extension of the classroom and students should not be paid while their Ohio counterparts viewed their co-op programs as also part of the classroom but felt the student should be paid. Once more this perception of the co-op program was predicated on regulations issued by each governing educational agency, and on program philosophy and purpose.

Curriculum

The major difference in how the co-op program is delivered in each country centers around the curriculum, both in the classroom and at the workplace. The differing models employed in each country were noteworthy.

In Ontario the students were in class for reflective learning and covered broadly the different careers with which they were involved. Discussions about their individual jobs took up the classroom time. In Ohio students were in particular subject oriented classes: if in Business Education, the curriculum specified subjects peculiar to that career cluster, if in Marketing Education specific subjects were taught. Students in Ohio then go to their specific subject oriented jobs and continue their skills training. In Ontario students were in a variety of workstations and thus did not receive particular subject oriented classroom work. The explicit curriculum in co-op education was supplemented with the implicit curriculum of the students in the workplace which produced a feeling of increased self-esteem and motivation in both countries.

Cooperative Education Perceptions and Benefits

Many unintended benefits were noted such as increased self-esteem, becoming better communicators, growing more mature, adjusting to the adult world, and developing organizational skills. Students, employers, and teachers from both countries expressed these unintended benefits were positive supplementary traits of the co-op program.

Students expressed their perception of the co-op program as, while not for everyone, more students should be allowed to take part in the program. The benefits of the program far outweighed any temporary disruptions to the school environment by not being in school the full school day. The view that co-op students would be considered for a job before other students not taking co-op was in evidence among co-op students. Work experience on their resume would be a plus in seeking employment.

Employers perceived the co-op program as positive and expressed the opinion that they would like to know more about the overall program. They indicated the need to become better informed of all aspects of the co-op program so they could be more actively involved in training the student as expected by the school. The benefits employers discussed seemed to center on the opportunity to give something back to the community as well as the chance to observe future employees and work with teen-agers.

Teachers saw the benefits as being mostly for the student through maturing, experiencing career opportunities, and having the opportunity to work with adults. Other benefits included a liaison between education and business, the chance to include businesses in activities such as field trips, speakers for the classroom, and support, monetary or otherwise.

Recommendations for Applicability

The following recommendations for application are suggested for practitioners that the investigator believes were gleaned from the study:

1. The investigation sought to discover how cooperative education was perceived by the participants. Students spoke about work being a "fun" place to go and interact with adults. The fact that work was being looked upon as fun indicated a need to show students the serious side to working. A possible way to bring the concept of work into the classroom curricula might be for students to interview a number of business people in the community to get their views on what work really means. Reporting back to the class on their results might show how people perceive work. The concept of work as a crucial part of the formula for co-op education should be pursued further through additional research. The implications that work takes on a more ideological context could be incorporated into curricula for teacher preparation as well as student interaction in the classroom.

2. Teachers of co-op education have received accolades from employers for their efforts in preparing students for roles in the adult world and indications are such that these are well earned. Additional efforts to keep employers and supervisors informed of the merits of the co-op program should be considered. Pre-employment orientation of

employers could be pursued further with briefings, or a meeting to bring employers/supervisors up-to-date on any new guidelines and goals for the year. Further, employers should be evaluated by the students so as to provide feedback as to how the employer is doing as a workplace teacher.

3. The number of students wanting to enter the co-op programs appear to outstrip the slots available. A further study should be undertaken, in view of the school-to-work initiative taking place in both countries, to ascertain if all students wishing to take advantage of co-op could effectively be accommodated.

Recommendations for Further Research

The following suggestions for further research resulted from analysis of the study to determine if there were any possible additional areas that might be enhanced further.

1. It is recommended that further investigation be undertaken in the area of employer/educator linkage. Employers indicated a desire to not only have input into decisions on subject content, but also to gain an understanding of what students learn in the classroom.

This linkage could also be extended into the need for advisory committees.

2. It is recommended that a study be conducted to view, in-depth, the different models of co-op education programs offered. This study might have as its goal to interview employers, students, and teachers to ascertain a model program that is needed by the majority of participants.

3. It is recommended that an investigation into the rationale of pay versus no-pay for cooperative education students be conducted. In Ontario and Ohio the guidelines dictate remuneration; pay and/or credits. Employer, student, and teacher input would enhance the study.

4. It is recommended that a study be conducted regarding visibility of the co-op education program. A survey of community leaders, educators, citizens in the community, and businesspeople be undertaken to gain an understanding on how cooperative education is viewed in the community.

5. It is recommended an investigation be conducted among large and small businesses to ascertain their reasons to participate or not-participate in co-op education. This survey could generate data that would be useful for teacher

coordinators to determine where there are needs for their students.

In conclusion, this investigation of the co-op education program is, hopefully, the beginning of opportunities for practitioners of co-op education to view their individual programs as seen through the eyes of students, employers, and teachers.

APPENDIX A

HUMAN SUBJECT APPROVAL

THE OHIO STATE UNIVERSITY

Office use:
Protocol No. 93B0221

APPLICATION FOR EXEMPTION FROM HUMAN SUBJECTS COMMITTEE REVIEW

RETURN TYPEWRITTEN APPLICATION AND ONE COPY TO: Office of Research Risks, Room 300, Research Foundation Building, 1960 Kenny Road, Campus. (ATTACH A BRIEF ABSTRACT DESCRIBING THE RESEARCH ACTIVITY IN LAY TERMS; ALSO, ANY QUESTIONNAIRES OR SURVEY INSTRUMENTS.)

Principal Investigator: (Must be OSU Faculty) Thomas R. White (Typed Name) ____ (Signature)

Academic Title: Professor

Phone No. 2-5037

Department: Educational Studies

Department No. 4030

Campus Address: 325 Ramseyer (Room Number - Building)

29 W. Woodruff (Street Address)

Co-Investigator(s): Roy H. Young (Typed Name) ____ (Signature)

____ (Typed Name) ____ (Signature)

Protocol Title: A Case Study of Secondary School Cooperative Education Programs in the Province of Ontario and the State of Ohio

Yes	No		
X *		A.	The ONLY involvement of human subjects in the proposed research activity will be in one or more of the exemption categories as described in the appendix of "Human Subjects Program Guidelines." * Category(ies) # 1 4 ___.
X		B.	The proposed research activity will involve minors (under the age of 18.)
	X	C.	The proposed research activity will involve pregnant women, mentally retarded, mentally disabled, and/or prisoners.
	X	D.	The proposed research activity will involve human in vitro fertilization.
	X	E.	The proposed research activity will involve an element of deception.
	X	F.	The proposed research activity will expose subjects to discomfort or harassment beyond levels encountered in daily life.

Source of Funding for Proposed Research: (Check A or B.)

A. *OSURF: Sponsor* ____ *RF Proposal/Project No.* ____

B. *Other (Identify)* Ph.D. dissertation - funding by investigator

EXEMPTION STATUS: ✓ APPROVED ___ DISAPPROVED**

8-19-93
Date

Patricia M. [illegible]
Chairperson

** Principal Investigator must submit a protocol to the appropriate Human Subjects Review Committee

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APPENDIX B

FOLLOW-UP LETTER TO TEACHER

October 18, 1993

Mr. Craig Winston
James Madison Senior High School
7154 Albatros Circle
Madison, Ohio 47658

Dear Mr. Winston:

Thanks for making your co-op class and employers available to me for my study.

I expect to arrive Sunday evening, November 21, 1993, and will meet you on Monday morning. I plan on spending the week there, if necessary, but it will depend on how the interviews with students and employers are arranged. I will be available to meet with those employers you have arranged for me to interview - evenings if it is more convenient for them -- your decision. I will call you as we get closer to that time.

Your co-op program will be one of six programs I will study in six different locations --three in Ontario, and three in Ohio. I will then write up my observations from the interviews and report this in my dissertation.

Thanks for arranging the interviews and I shall abide by the times you have set up. I am enclosing a copy of a short version of the proposal. The main criteria for choosing the students are a mix of gender, ethnic diversity, all ranges of academic achievement, and socioeconomic background. Employers will be those of the students interviewed. Interview forms for students to sign are enclosed.

Once again thanks for your cooperation and willingness to have me come into your school and observe your program.

Sincerely,

Roy H. Young

Fictitious names were used for participants and locations.

APPENDIX C

INITIAL LETTER TO PRINCIPAL

October 18, 1993

Mr. Bartholomew Jackson
Ecole Secondaire Voltaire
1936 Indian Hills Road
Landing Place, Ontario

Dear Mr. Jackson:

Thank you for allowing me to come into your school to work with Tina Skidmore, your co-op education teacher.

As I mentioned when we talked on the phone the other day I am presently a Ph.D. candidate at The Ohio State University and visiting your school will be part of my research for my dissertation. There is a brief synopsis of my proposed study attached.

Your school was identified as having a high quality co-op program by the Ontario Cooperative Education Association (OCEA) Board of Directors. Jonathon Harper, an OCEA board member recommended your school as one of the six schools for my study.

Tina Skidmore and I have talked about my study and she has graciously consented to have the students in the co-op program take part. I realize this is an additional imposition on her time and I am very appreciative of her willingness to help. Tina and I have set the date of my visit for the week beginning November 8, 1993.

I look forward to meeting you.

Once again, thanks for your cooperation.

Sincerely,

Roy H. Young
Fictitious names were used for participants and locations.

APPENDIX D

CONSENT FORM FOR STUDENT

CONSENT FORM FOR PARTICIPATION IN RESEARCH STUDY

I consent to participating in (or my son/daughter's participation in) research entitled, A CASE STUDY OF SECONDARY SCHOOL COOPERATIVE EDUCATION PROGRAMS IN THE PROVINCE OF ONTARIO AND THE STATE OF OHIO.

Roy H. Young, investigator, or his authorized representative has explained the purpose of the study, the procedures to be followed, and the expected duration of my (or my son/daughter's) participation. Possible benefits of the study have been described as have alternate procedures, if such procedures are applicable and available.

The study will consist primarily of personal interviews which will be audio taped. The audio tapes will be transcribed, and this transcription will be sent to you for verification and returned to the investigator, or his authorized representative, prior to inclusion in the research document. The audio tapes will be erased at the completion of the study.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am (my son/daughter is) free to withdraw consent at any time and to discontinue participation in the study without prejudice to me (my son/daughter).

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

DATE:______________________

Signed:_____________________________
(Participant)

Signed_____________________
(Investigator/authorized representative)

Signed:_____________________________
(Person authorized to consent for participant -if required)

APPENDIX E

STUDENT, EMPLOYER, AND TEACHER QUESTIONS

COOPERATIVE EDUCATION STUDENT

The following introductory question will be in the form of a script to allow the student to understand the direction the questioning will follow:

> You are involved with cooperative education this school year and required to be placed at a work station for work related experience as part of this program. I would like you to give me your thoughts and ideas on how you look upon work in your everyday life and what you think about when the word "work" is mentioned?

The following probing questions can be used to keep the interview in an informative mode:

1. Tell me how you became involved with the cooperative education program?
   a. How you heard about it?
   b. How you were recruited?
2. In your view, how do you feel you will benefit by the cooperative education program?

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a. Expectations?
    -employability after graduation?
b. Short/long term benefits?

3. What responsibility do you feel you owe your employer while at your job placement?

a. Loyalty (absence, tardy)?

b. Safety?

c. Work habits?

4. Does your supervisor provide:

a. Varied jobs?

b. Constant supervision?

c. Employee benefits?

d. Education?

5. What are the purposes of cooperative education?

a. Pertaining to the curriculum?

b. Preparing you for work?

COOPERATIVE EDUCATION SUPERVISOR

The following script will serve as an opening question for the supervisors of cooperative education students:

> The students who are placed at your worksite look upon you for providing them guidance and training during their cooperative education experience as usually this is their first real job. You are providing them with guidance for their future work, and how they view work is important. If a student were to ask you to explain work, how would your respond? Explain your thoughts about work and how you perceive work in your everyday life.

The following probing questions will be used to keep the interview in an informative mode:

1. How do you view cooperative education? What is it and how does it work? What is the link between work and education?

2. Why did you get involved in the cooperative education program, and who contacted you initially: teacher, student, a school administrator?

3. What is your impression of the quality of the students you get from the cooperative education program? (Quality referring to dependability, work ethic, productivity, and attitude) How do they compare to students not in the cooperative education program?

4. What are your thoughts on cooperative education students working for pay or for the benefits of training experience without pay?

5. What do you see as the benefits of cooperative education?

COOPERATIVE EDUCATION TEACHER

The following script will serve as an opening question for teachers of cooperative education programs:

> You are involved, as the cooperative education teacher, with placing students in businesses and organizations where they are involved in some kind of work. In your capacity you are required to see that students get proper training to understand what work entails and how to practice correct work habits. How would you explain work to your students? Also, what do you think about when the word "work" is mentioned. Let me know your thoughts and perceptions of work.

The following probing questions will be used to keep the interview in an informative mode:

1. How do you view cooperative education regarding:
    a. Student's future employability?
    b. How it benefits the community/employer?

c. How it benefits the school?

d. Linking work and education?

2. How are potential students recruited for your program?

a. Dependability? (Attendance/tardiness)

b. Academic standing? (GPA)

c. Attitude?

3. What controls do you have for students at their workplace regarding:

-training plans

-evaluations

-training agreements

-safety concerns

-visitations by teacher

4. What is the participation by the community and the businesspeople regarding:

a. Willingness to participate in the program?

b. Media coverage?

C. Employer recognition programs?

5. How do school administrators, other teachers and students not involved in the program, view the cooperative education program? (Positive/negative)

APPENDIX F

THANK YOU LETTER FOR PARTICIPANTS

TEACHER PARTICIPANT

December 17, 1993

Mr. John Butler
Grayston Technical and High School
175 Paxton Drive
Livornia, Ontario

Dear Mr. Butler:

Thanks for all the effort you put forth in arranging my interviews and working with me on my visit. Your managerial skills were evident in getting the maximum amount of activity in the minimum amount of time. I was pleased that you had everything working like clockwork.

The opportunity to meet and talk with your class was enjoyable. You have a great senior cooperative education program, and their interviews provided excellent data.

The employers were glad to share their thoughts and comments and that made my interviewing easier. The students responded well and the interviews were received in a positive mode. I will be sending the students, as well as the employers, a letter of thanks for their time.

The respect you have in the community with the employers was outstanding. It is good to see a solid cooperative education program in operation.

Sincerely,

Roy H. Young

Fictitious names were used for participants and locations.

STUDENT PARTICIPANT

December 17, 1993

Miss Mary Jennings
6230 West Broadway
Brunswick, Ontario

Dear Miss Jennings:

Thank you very much for participating in the research project I conducted at Valley Cross High School this week. Your contribution to my study will help me as I compile the data for inclusion in my Ph.D. dissertation. Your school was one of six schools involved in my study. When the study is completed I will have an in-depth look at the cooperative programs, and how work is viewed, in both Ontario and Ohio.

I had an opportunity to talk to your employer and she had some very nice things to say about you. You take the opportunity to learn new things and she indicated you add a positive image to the business. The opportunity to represent your school and the Cooperative Education program in front of the public is an advantage you make happen. I was pleased to know that the students from your High School were well respected among the businesses I had the opportunity to visit. Thanks for your comments on what work means to you.

Sincerely,

Roy H. Young

Fictitious names were used for participants and locations.

EMPLOYER PARTICIPATION

February 7, 1994

Mr. Brian Jones
45 Dolphin Square
Dayton, Ohio 49876

Dear Mr. Jones:

Thanks for the generous amount of time you allowed me in the recent interview.

I enjoyed meeting you and getting your views on work, as well as the cooperative education program and the philosophies you shared. The information you gave me will be an asset as I begin to prepare my dissertation.

You are providing an important part of a student's education by giving them the opportunity to receive on-the-job training while still in school. Your participation in cooperative education is commendable.

Thanks again for the opportunity to meet with you and get your impressions of the cooperative education program. You are delivering a powerful message to the community, and the schools, that you are willing to be part of a student's education by providing them a work site. I am very impressed with this education-business linkup.

Sincerely,

Roy H. Young

Fictitious names were used for participants and locations.

APPENDIX G

INSTRUCTION LETTER FOR VERIFICATION FORM

February 14, 1994

Ms. Cynthia Garbo
516 Main St.
Princeton, Ohio 47650

Dear Ms. Garbo:

Thank you for participating in the research project for my Ph.D. dissertation.

Our interview has been transcribed and two copies of the transcript are enclosed. One copy is for you to keep and the other one is to be returned to me along with the signed verification form by **February 28, 1994.** The three dots ... you may see in the transcript indicate a pause in the conversation. Should you find any **major** discrepancies, please feel free to make the appropriate corrections.

As I mentioned at our interview your real name cannot be used when I write my dissertation and you will be referred to as **Kim Hinkle.** Hope this fictitious name is acceptable to you.

I greatly appreciate your input in this research project. Your comments from our interview will help me understand your perception of work and the cooperative education program.

Hope everything is going well with you.

Sincerely,

Roy H. Young

Fictitious names were used for participants and locations.

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APPENDIX H

VERIFICATION AND RELEASE FORM

VERIFICATION AND RELEASE FORM

I have read the attached transcript of an interview given to Roy Young, the researcher, and give permission for the material to be used in a research project. I have indicated on the transcript if there are any major deficiencies. I understand that my name will not appear in the research document, but any reference will be through a fictitious name.

Signed, this __________ day of ___________________,

199_, at ____.

____

(Signature)

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